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ABSTRACT

These 13 learning guides are self-instructional packets for 13 tasks identified as essential for performance on an entry-level job in commercial foods and culinary arts. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include identifying career opportunities in commercial foods and culinary arts; cooling and serving fried meats, roast, and poultry; braising, broiling, grilling, and garnishing meats; preparing and serving a stew; preparing variations of sandwiches; preparing, frosting, and serving cakes; identifying the various types of management operations; and interpreting a recipe. (YLB)

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Commercial Foods and Culinary Arts
STUDENT LEARNING GUIDES

A-05	Identify Career Opportunities in Commercial Foods and Culinary Arts
A-06	Identify Basic Nutrition
B-02	Cook and Serve Fried Meats
B-03	Cook and Serve Roast
B-04	Prepare and Serve a Stew
B-05	Braise and Garnish Meats
B-06	Broil and Garnish Meats
B-07	Grill and Garnish Meats
B-08	Cook and Serve Poultry
D-07	Prepare Variations of Sandwiches
E-05	Prepare, Frost and Serve Cakes
F-01	Identify the Various Types of Management Operations
A-07	Interpret a Recipe

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COMMERCIAL FOODS AND CULINARY ARTS

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IN-9193-A-05

A STUDENT LEARNING GUIDE

TASK: Identify Career Opportunities in Commercial Foods and and Culinary Arts

DUTY: Orientation and Safety in Commercial Foods and Culinary Arts

PURPOSE:

Food service is one of the nation's fastest growing industries. The industry provides a variety of job opportunities. It is important that you understand what the industry can offer you as well as what it will require from you. This Learning Guide will help you become familiar with the food service industry.

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REVISED :

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN:

YOU WILL: identify career opportunities in Commercial Foods and Culinary Arts.

HOW WELL: You must successfully complete the Written Test.

ENABLING OBJECTIVES:

1. Identify various types of food service operations.
2. Identify job opportunities in the food industry.
3. Identify the requirements of a food service employee.

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ENABLING OBJECTIVE NO. 1

RVTC

Identify various types of food service operations.

LEARNING STEPS

1. Read Resource No. 1 for an introduction to the food service industry.
2. Read Resource No. 2 for a description of the various types of food service operations.
3. When completed, evaluate your work using the Self-Check.
4. Go on to Enabling Objective No. 2.

RESOURCES

1. Instruction Sheet enclosed, The Food Service Industry and You
2. Instruction Sheet enclosed, Food Service Units
3. Self-Check enclosed.

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INSTRUCTION SHEET **RVTC**

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The Food Service Industry and You

Most likely you are familiar with one or more sections of the food service industry. As a student, you probably eat away from home quite often. You may eat lunch in the school lunchroom or at a nearby hamburger stand. Perhaps after school you drop by a drive-in, a snack shop or other eating place. You generally meet your friends, talk about the day at school, make plans for later in the evening and while doing all this, have a soda or a snack. Any place where you eat "away from home" is a part of the food service industry.

When did people begin to "eat out"? How did this great industry have its beginnings? The first coffee house was opened in 1554 in Constantinople. During the sixteenth and seventeenth centuries, inns and taverns were established along main, well-traveled routes. Why? People needed food, rest and lodging as they traveled the dangerous and difficult roads. In those early days, inns were located approximately a day's journey apart, in or near towns. Gradually, more and more eating places were established to meet the basic needs of travelers.

Today, the industry includes many different types of food service establishments. Some provide only food while others also offer lodging. Many also have recreational facilities such as swimming pools and exercise rooms.

Food service is one of the nation's fastest growing industries.

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Recent surveys sponsored by the U.S. Department of Agriculture (USDA) Economic Research Service and the food service industry, show that "the food service industry may have more total outlets and workers than any other single business."

Nearly 3.7 million men and women find interesting and important work in the food service industry. The U.S. Department of Labor reports that over one million of these are women, engaged in jobs such as waitresses, cooks, cashiers, hostesses, dieticians and managers.

If you are considering food service as a career, learn all you can about the industry and how it operates. In this packet we will give some facts about the food service industry as big business.

Growth of the Industry

The food service industry is now the fourth largest size, based on total sales, of all industries in the nation.

Certain changes in American life have created a great demand for food services and caused rapid growth in the industry. These changes include greater national prosperity, higher family income, longer life span, more women workers and more emphasis on leisure activities.

Food service is now available in more than 480,000 establishments in this country. Millions of dollars a year are spent by food service operators to provide meals which meet the public demand. The total annual food and drink sales amount to $41.4 bil-

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lion. Here are some other facts in which you may be interested:

1. The ten states with the largest number of commercial restaurants are California, New York, Pennsylvania, Illinois, Texas, Ohio, New Jersey, Wisconsin, Michigan and Florida.
2. Today, one out of every four meals is eaten away from home. The United States Department of Agriculture predicts that by 1980, one out of every three meals will be eaten away from home.

Importance of Food Service

How does the food service industry affect American life? What makes it so important? Fast Food, a magazine for people in the restaurant business, made a study recently of the growth of the industry. It said, "The food service industry now emerges as a potent force in the national economic scene. This strong food service industry is providing and will continue to provide jobs for workers, services for the consumer and opportunities for investors".

Satisfies People's Needs

The food service industry satisfies a growing public need. Eating places are planned and located to take care of many interests and occupations. How is this done? Let us discuss school lunchrooms as an example. Schools must serve simple, nutritious meals quickly because of short meal periods. Food prices are low because students generally have a limited amount of money to spend. Colleges serve nutritious meals two or three times a day for students. The cost is also kept as low as possible.

Large industrial plants, located away from business centers and eating places, must provide food service or in-plant feeding for their employees. In-plant feeding has grown greatly in recent years. Some companies subsidize the food operation. To subsidize means that the company pays part or all of the cost of meals for its employees. To help keep these meal costs down, the government subsidizes many public schools. Some industrial plants and businesses often set up a series of vending machines which offer hot and cold food. These meet the needs of employees not only for coffee breaks but also for meals. Large businesses may also provide special dining facilities for their executives.

Hospitals must provide tray service for their patients. Many institutions also have cafeteria, counter and snack bar service for guests and staff members.

Railroad, bus and airline terminals have established restaurants, cocktail lounges and counter service twenty-four hours a day to meet the needs of travelers.

People traveling by car can easily find drive-in restaurants for quick meals or motel and hotel restaurants for leisurely dining.

Affects Business Life

The increasing demand for food service away from home has affected the business life of the nation. The following facts, compiled by the National Restaurant Association, give some indication of the effect the food service industry has on business. The food service industry uses almost twenty percent of all the food produced in the

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United States. Over $17 billion in food and beverages is purchased yearly by the nation's food service establishments. The amount is growing every year. More than $700 million in food service equipment is purchased annually. In addition, food service is a major market for such industries as furniture and other furnishings, floor coverings, maintenance materials, cleaning supplies, heating and air conditioning and construction.

This means that businesses such as farms, food processors, transportation companies, equipment manufacturers, paper and linen suppliers and others share in the growth of food service.

Affects Labor Market

The labor market is also vitally affected by the food service industry. Because of the need for personal service in most eating establishments, many kinds of jobs are provided for a large number of workers. The following figures from the National Restaurant Association show the number of people employed in food service in 1960 and 1970, with a prediction for 1980. This will give you some idea of the importance of the food service industry to the labor market.

National Employment in Food Service Industry

1960 total estimate	2,500,000
1970 total estimate	3,500,000
1980 total estimate	over 4,000,000

As you can see by the figures above, the food service industry has grown remarkably since 1960. If this growth rate continues, the

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industry will require each year for the next ten years:

- * 75,000 workers in newly created jobs
- *175,000 workers as replacements in existing jobs

250,000 total new workers each year

Thus you can see from the above figure that jobs in the food service industry will be available for years to come.

Where will these jobs be? Different kinds of food service units have developed to meet the needs of people who use them.

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Food Service Units

A **food service unit** provides hot or cold, ready-to-eat food for customers. Some units prepare and serve the food. Others act as central kitchens--they prepare the food but transport it to another location for serving. Others only serve food that has been prepared elsewhere, either in a central kitchen or by a food manufacturer.

Before we discuss the different types of food service units, let us review the basic methods of serving food to customers.

Table or Counter Service

Food is served to the customer by a waiter or waitress. This may be either at tables, booths or sit-down counters.

Self-Service

Self-service units generally have a display of ready-to-eat items, ranging from a few snacks to dozens of elaborately prepared foods. Customers serve themselves from a buffet table, a cafeteria line, a snack counter or vending machines. Self-service units may have a fixed price for a meal or they may charge by the items selected.

In a cafeteria or at a buffet or snack counter, customers collect their food on plates, which are often placed on a tray. They then take the food to a table. Sometimes waitress service is provided to carry trays to tables. Limited table service may be available such as waitresses who serve beverages.

Automated self-service makes use of vending machines. Some of

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the machines contain cold foods such as sandwiches, salads and beverages. Others offer hot foods such as soups and main dishes. The customer places coins in a slot in the machine and pushes the right button. The food comes out of an opening. Some vending installations sell frozen foods and provide small electronic ovens. The customer buys the frozen item from the machine and places it in the electronic oven to heat for a few minutes. Restaurant experts predict great growth in this area of fast food service. An automat is another form of self-service. It has a display of food, with it in a slot, and the door opens, allowing food to be removed.

Typical self-service units include cafeterias, buffets and vending stations in office buildings and in bus, railroad and airline terminals.

Occasionally, the two types of service are combined. A restaurant may feature table service with a salad bar. Customers select their own combinations of greens and dressings at the salad bar. However, they are served the rest of the meal while seated at tables.

Any of these serving methods may be used by most of the food service units discussed later in this instruction sheet.

Restaurant Units

A restaurant or commercial feeding establishment serves food to the general public. It usually offers a menu and has table and/or counter service.

Table service restaurants generally have a menu which offers a

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wide number of choices. They may have after theatre supper service and perhaps private dining rooms for parties and banquets. If the restaurant is part of a hotel or motel, room service is generally available. This provides guests with table or tray service in the privacy of their rooms. Table service restaurants vary widely in design and atmosphere. Some have special decorative themes such as the Gay 90's, Early American or Old English, with elaborate menu items. Others may specialize in ethnic foods such as Chinese, German, Greek or Mexican. Some are primarily supper clubs. There are also restaurants in large department stores, on sea-going ships and on trains.

Quick-service restaurant units provide simple table and/or counter service to save time for the customers. They may have waitress service or they may be self-service. These units usually offer a limited menu choice and often provide take-out service. Typical quick-service units include cafeterias, tea rooms, coffee shops, diners, snack bars, drive-ins, fountain-grill service and vending machines.

Catering Units

Catering units usually serve food at a location specified by the customer such as a private home, a club or a hall. Generally the food is ordered for special occasions such as weddings, club parties or business entertaining. The service is a convenience for the customer. They may choose from a wide menu selection and may also

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select the type of service they would like such as buffet or table service. The food is generally prepared by the caterers in their own kitchens. It is transported in special insulated containers, which help to keep the food at the right serving temperature. Oftentimes, table linen, silver and dishes, as well as labor, are supplied by the catering unit. These units may be operated by restaurants as a part of their service or by individual caterers.

Food Preparation and Assembly Units

Food preparation and assembly units are large kitchens, called central kitchens or commissaries. Foods such as salads, sandwiches, desserts, beverages and/or complete meals are prepared in quantities. These foods are pre-portioned or divided into individual servings and then assembled or packaged. They are eaten off the premises, meaning at some other location. Some units deliver the food as well as prepare it. The food prepared in these central kitchens may be delivered to schools, airplanes, ships, businesses and vending machines.

One special type of food preparation and assembly unit is the food vending or contract feeding company. A large organization may operate several divisions to serve different purposes such as:

1. Make sandwiches, salads, desserts and complete meals for automatic vending machines.
2. Provide food, workers and management for industrial cafeterias, office buildings, military bases, hospitals, schools and universities.
3. Provide complete frozen meals for freighters, tankers, airlines and trains.

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4. Provide frozen full meals, platter meals or bulk foods of ten to twenty servings. These are shipped to distribution spots and delivered to restaurants, drive-ins and automats for service to customers.

The commissaries of vending companies may be located near residential areas, away from business areas. This makes it convenient to hire homemakers to work full or part-time.

Typical preparation and assembly units include food vending commissaries, restaurant commissaries, automats, carry-out food shops, airline flight kitchens and kitchens for public school systems

Institutional Feeding Units

These units provide food service in institutions such as hospitals, public schools, or colleges. Institutional feed units are operated by local, state or federal governments, or by private or charitable organizations. They may be operated by the institution or by a commercial company hired by the institution. Institutional units must feed large groups of people three meals a day as economically as possible. They provide complete meals with a limited menu choice. Both table and cafeteria service are common. In hospitals, tray and mobile cart service is provided for patients.

Typical institutional feeding units include public and parochial schools, hospitals, prisons, Salvation Army units, nursing homes, colleges and universities and Red Cross units.

In-Plant Feeding Units

In-plant feeding has grown rapidly in recent years. Many business offices, manufacturing plants, banks and others are situated in

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areas where restaurants are not available for workers. Therefore, facilities are provided within the plants or office buildings to serve meals to employees.

The service may be limited to beverages and vending machines for short coffee breaks. Some plants provide twenty-four hour service, including snacks and meals for shifts working around the clock.

The service in in-plant feeding may be cafeteria, vending, snack bar or table service. Sometimes elaborate facilities are provided for service to executive or board members.

Employers have long recognized that food service to employees helps morale. Some companies are so convinced that good food builds health and thereby reduces absenteeism that they subsidize meals to employees.

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SELF-CHECK

RVTC

Directions

Evaluate your knowledge by answering the items below on a separate sheet of paper.

1. The food service industry is ranked ____________ in total sales on the national level.

2. Nearly _____________ million men and women find important work in the food service industry.

3. The food service industry is now the _____________ largest in size.

4. Hospitals must provide ________________ service for their patients.

5. Quick service restaurants provide simple ____________ and/or ________________ service.

6. On the job experience is one of the best ways to learn about ________________ _________________.

7. When people eat out, they want appetizing, well prepared and ________________ to eat foods.

8. A baker's helper does many of the simple routine jobs for the ________________.

9. A cap in French is called _________ ___________ ___________.

10. Employers, when hiring, usually look for specific ___________ and _____________.

Now check your answers with the Answer Key.

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SELF-CHECK

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Answer Key

1. high
2. 3.7
3. fourth
4. tray
5. table, counter
6. food service
7. safe
8. baker
9. la toque blanche
10. skills, abilities

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

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ENABLING OBJECTIVE NO. 2

RVTC

Identify job opportunities in the food industry.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify job opportunities in the food industry.	1. Instruction Sheets enclosed, a. Opportunities and Training b. Jobs in Food Preparation
2. View Resource No. 2a and read No. 2b which describes the jobs in the food industry.	2. a. Film - Cooks and Chefs b. Instruction Sheet enclosed Business Operations
3. Read Resource No. 3 to describe the organization inside of food service operation.	3. Instruction Sheet enclosed, Organization Inside of Food Service Units
4. When completed, evaluate your work using the Self-Check.	4. Self-Check enclosed.
5. Go on to Enabling Objective No. 3.	

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Opportunities and Training

You are probably thinking seriously about the kind of job you want to have when you graduate. Since you will probably spend a good part of your life working, you will want to take time to select a career that you enjoy and find rewarding. Government surveys show that a man will spend forty or fifty years of his life on a job, six to eight hours every working day. A woman, even if married, may spend as many as 25 years of her life working at a job. You can make the most of your future right now by exploring job areas.

Opportunities in Food Service

Think about food service as a career. Investigate the advantages and opportunities it offers. Consider your interests. Do you enjoy working with food? Do you like to work with people? Now is the time to try to determine if this field of work suits you.

When you invest in your future by training, you want some assurance that once you are ready to work, there will be a job for you. As far as can be predicted, jobs will be available in food service in the future. Today, one out of six persons employed in the industry is in some phase of the restaurant business. With the expected growth in this industry, job opportunities with chances for career promotions seem certain.

Wide Job Choice and Flexible Hours

Many types of food service jobs are available. For example, if

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you like to help the sick or aged, there are jobs in hospitals and nursing homes. If you enjoy being around young people, there are jobs in school lunchrooms and dining halls. If you like meeting many different people, there are jobs in motels, hotels and institutions.

If you want to work part-time or short hours, jobs are often available in broken shifts. For instance, you may work three or four hours at a time in institutions and 24-hour restaurants or in specialty food stands with limited service. Many resorts and recreation areas offer short-term food service jobs during after-school hours or summer vacations. After-school and weekend jobs are also available in restaurants, snack bars and drive-ins where business is heaviest during the late afternoon and evening hours.

On-the-Job Experience

On-the-job experience is one of the best ways to learn about food service. It is also possible for you to earn money during your training period. For instance, school food service co-op programs may provide an opportunity to earn on a job while you learn other basic skills in school. You might do kitchen work or serve in a restaurant or a drive-in for a few hours a day and weekends. When you go on to full-time work, most employers provide the additional training necessary for specific jobs.

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Jobs in Food Preparation

When people eat out, they want appetizing, well-prepared and safe-to-eat food. Good food, properly served is the responsibility of the food preparation team.

You will no doubt have opportunities in class and on the job to study and practice the work done by the food preparation team. These activities include use of commercial equipment, quantity food preparation and service, food storage and sanitation. As you develop your skills and knowledge, you may begin to sense an increasing satisfaction with food service work. This may mean that you are on the road to a successful career in food service.

Have you ever read of men and women who started in simple food preparation work and later became famous as chefs, teachers, television performers or authors in the culinary field? For instance, Maurice Moore-Betty of New York cooking school fame became interested in food when he was a young boy, cooking on camp-outs and fishing trips. Eugene Scanlon, director of food and beverage at the Waldorf-Astoria Hotel in New York City, learned to love cooking when he experimented with recipes in his mother's kitchen. How do such people become successful?

A top professional chef spends years in training and apprenticeship. He works his way up through the stations in the back of the house. He proves that he is capable and creative and that he has

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business sense and leadership qualities. The result is success, prestige and the right to wear the master chef's cap.

As a beginner in food service, you should become familiar with the chef's cap, which you may someday wear. In French, this cap is called la toque blanche. It is worn by cooks and chefs for sanitary reasons. However, the toque blanche also has an important meaning -- its height usually indicates the rank of the chef. Master chefs, for instance, wear the highest hat, which is 12 inches high. Famous chefs may even have their hats custom made.

The toque blanche has an interesting tradition. Some say it is one of the first symbols of high rank to be given to a profession by the kings of early times. The kings decreed that their own royal headdresses, which were tall, ribbed with gold, and made of elegant fabric, be copied for their loyal personal chefs. However, the copies were made of plain fabric and pleats were used instead of gold ribs. Starch turned the plain fabric into a tall, stiff hat. This honor was given to loyal chefs for several reasons. It recognized their skills in the kitchen. It also expressed gratitude for their loyalty -- the chefs were responsible for protecting the kings from poisons that enemies might want to slip into royal food. Chefs generally were well paid, which increased their prestige and discouraged bribery.

Down through the years, the styles and colors of the caps changed with the fashions of the day. However, the chef's cap has

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always been a symbol of status and distinction. Today, it means that the chef has reached the peak of excellence in the food he serves. It is considered the mark of achievement and perfect performance. It is a respected symbol in the food service industry. If your goal is to wear a chef's cap someday, you will need to begin now by learning the basics of good food preparation.

Job Requirements

Employers, when hiring, usually look for specific skills and abilities. They will ask you questions about your education, experience, health and abilities. This is to determine whether you will meet their special requirements and fit into the job. There are also some general, minimum requirements that all employers in food service look for in employees. These are:

1. The ability to speak, read and write English.
2. A high school diploma, although this is not always required.
3. An age range of 18-55 years, male or female.
4. A standard physical examination.
5. Neatness, cleanliness and good health.

Hours, Wages and Benefits

Full-time food service employees generally work eight hours a day and five days a week. However, the hours and days off may be irregular, depending on the type of operation.

Food service employers generally pay wages equal to those accepted in the local community. As a rule, beginning workers are paid the minimum wage. You can find out about the minimum wage in

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your area by asking employers or your local state employment office.

Fringe benefits in the food service industry vary. They may include uniforms, laundering of uniforms, one of two meals daily, paid vacations and/or holidays and group insurance.

If you are a beginner, you can increase your salary by gaining experience and proving you are a good worker. The opportunity for getting ahead is good if your work is satisfactory and you are ambitious. The line of advancement in food preparation work follows a pattern: kitchen helper to cook or baker's helper; cook's helper or assistant to cook; baker's helper to baker; caterer's helper to caterer; pantry worker to pantry supervisor and so on up the ladder.

In a hospital kitchen, you also have a chance to advance as your work improves and you gain experience. Usually, you advance from a trayline worker to a food checker, and then to a diet aide.

Beginning Food Preparation Jobs

The titles, duties and responsibilities of beginning jobs may vary with the size and type of food service unit. For example, a pantry worker in a small operation may prepare sandwich fillings, make sandwiches and prepare salads each day. In a larger operation, a pantry worker may spend the whole day washing and preparing lettuce and other greens for salads. A kitchen helper may have a variety of duties in a small kitchen. However, in a large operation, he may have only one job such as assisting the cook.

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Although food preparation jobs throughout the industry may have different titles, the workers generally do similar work. For this reason, the jobs discussed in this packet are combined into job clusters.

Job Clusters	Other Titles
Kitchen helpers.	Cook's helpers, baker's helpers.
Pantry workers.	Salad makers, sandwich makers, dessert workers, beverage makers.
Caterer's helpers.	A variety of titles.
Food assemblers.	Food packers. Assembly line workers.
Family meal aides.	Family dinner service specialists.
Trayline workers.	Loaders, passers, food checkers.
Formula room workers.	No other title.

The intention of this packet is to help you become acquainted with the duties and the basic skills needed in each type of job cluster. The training you receive through work and in-school laboratory experience can make your job easier and your advancement faster wherever you are employed. Now let us look more closely at the beginning level food preparation jobs.

Kitchen Helper

If you like to cook, working as a kitchen helper can be satisfying. You will have a chance to observe and to learn from the chefs, cooks, bakers and other special workers.

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With the food service industry growing rapidly, many kitchen helper jobs are usually available. You can find them in the kitchens of restaurants, drive-ins, school lunchrooms, industrial cafeterias, hospitals, nursing homes, motels, hotels, vending companies, airlines, trains and ships. Although the duties vary according to the needs of the food service unit, the kitchen helper generally does the following:

1. Cleans and washes small equipment, pots and pans which are used in cooking.
2. Cleans and maintains kitchen work areas, sinks, large equipment, refrigerators, storage areas and floors.
3. Cleans and prepares vegetables and fruits for storage or cooking.
4. Stores staple supplies in storeroom.
5. Brings staples to work areas when needed.

The cook's helper generally does the following:

1. Cleans all vegetables for storage and cooking.
2. Grinds meat for storage.
3. Makes meatballs to specific size.
4. Breads meats for frying.
5. Browns stew meats.
6. Strains soup stock.
7. Slices meats and cheeses.
8. Stores staple supplies in storeroom.
9. Stores meat, poultry and fish in refrigerator.
10. Stores eggs, milk, butter and cheese in refrigerator.
11. Cleans and washes small and large equipment and utensils used in cooking.
12. Cleans and maintains cook's work area.

Let us take a look at a typical day's routine for a cook's helper who works eight hours, from 8:00 a.m. to 5:00 p.m., in a table ser-

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vice restaurant.

8:00-9:00 a.m. -- Arrives at station in a clean uniform. Washes hands, covers hair. Checks with supervisor and/or chief cook and gets work schedule. Assembles all supplies needed.

9:00-10:00 a.m. -- Prepares vegetables, soups and some meat mixes for noon meal, following recipes and work schedule. Cleans work area and utensils after each duty.

10:00-10:15 a.m. -- Rest or coffee break.

10:15-12 Noon -- Follows work schedule, helping with vegetable preparation and short orders. Completes jobs according to schedule.

12:00-12:30 p.m. -- Lunch period.

12:30-3:00 p.m. -- Washes pots and pans. Cleans work area and large equipment. Follows work schedule in helping to prepare vegetables, soups and meats for dinner and/or next day. Stores foods.

3:00-3:15 p.m. -- Rest or coffee break.

3:15-5:00 p.m. -- Continues as before coffee break.

The baker's helper does many of the simple, routine jobs for the baker. He generally takes care of the following:

1. Assembles, measures and weighs ingredients needed by baker or pastry cook.
2. Prepares fruits for pies and pastries.
3. Prepares fillings for cookies, cream puffs and eclairs.
4. Prepares mixes and toppings for coffee cakes, cakes and biscuits.
5. Prepares sauces for puddings.
6. Shapes rolls and cookies for baking.
7. Cleans and maintains pastry center, baker's table and dessert storage area.
8. Cleans and cares for small and large equipment used in the baking center.
9. Stores baked items.
10. Cuts cakes and pies as directed for serving.

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11. Portions cookies and puddings as directed.

Pantry Worker

The pantry worker is generally responsible for preparing simple foods such as salads. As a pantry worker, you may work in one special area of the kitchen or in a pantry room near the kitchen. This job requires special care because the food materials are expensive and easily spoiled. If you are a pantry worker, you are responsible for handling food in a safe, sanitary way without waste. Pantry work can be pleasant and interesting. It is sometimes combined with waiting on customers.

Larger restaurants, cafeterias and vending companies are most likely to have special pantry workers for each major step of preparation. This is known as assembly work.

A pantry worker generally does all or part of the following jobs:

1. Uses hand and electric equipment.
    - a. Dices celery with French knife.
    - b. Makes melon balls with cutter.
    - c. Slices eggs with hand egg slicer.
    - d. Operates electric food mixer and chopper.
    - e. Extracts juices with electric extractor.
    - f. Slices cold meat and cheeses on electric slicer.

2.. Prepares and makes salads, relishes and cocktails.
    - a. Fruit and vegetable combinations and potato salads.
    - b. Chef's green salads and variations.
    - c. Molded salads.
    - d. Seafood salads.
    - e. Seafood cocktails and canapes.

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3. Makes salad dressings and sauces.
   - a. Mayonnaise variations.
   - b. French, Italian and Roquefort dressings.
   - c. Tartar sauce, cocktail sauce and whipped cream.
4. Prepares for buffet service.
   - a. Makes cold meat sandwiches.
   - b. Arranges cold meat plates and salad plates.
   - c. Arranges assorted relish plates.
   - d. Prepares and arranges deviled eggs.
   - e. Carves cold chicken, turkey and other meats.
5. Utilizes leftovers.
   - a. Makes chicken, ham, seafood, mixed fruit and vegetable salads.
   - b. Prepares creamed foods on toast points.
6. Makes refrigerated desserts.
   - a. Prepare whips, melbas, mousses, gelatins, fruit shortcakes and sauces for puddings.
7. Handles pantry service.
   - a. Cuts and serves pies and cakes.
   - b. Prepares dinner salads.
   - c. Prepares and serves combination cold plates.
   - d. Prepares and serves cold sandwiches.
   - e. Prepares and serves a la carte salad bowls.
8. Cleans equipment and utensils.
9. Cleans work center, refrigerator and sink.
10. Stores and cares for pantry foods.

Caterer's Helper

Work as a caterer's helper may be full-time, part-time or seasonal. It is interesting work with a variety of responsibilities. The duties fall into much the same pattern as kitchen helpers or pantry helpers and often include the jobs done by both. Sometimes the caterer's helper must provide waiter or waitress service. Some under-

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standing of the catering business will help you to see your responsibility as a caterer's helper or assistant.

Food Assembler

A food assembler's work is likely to differ from that of the workers who prepare food on the premises of a restaurant. Food assemblers may work in carry-out food service units or in commissaries. For carry-out service, they assemble the menu items and/or meals and package them on order, as the customer waits. In commissaries the food assembler generally prepares, assembles and packages menu items and/or meals in large numbers. The assembler may be part of a team working at a movable belt or may work alone or with one or two others.

Packaged foods are stored in refrigerators, cold rooms or freezers for delivery to vending installations, restaurants, schools or other food service units.

Here is a typical day's routine for a food assembler who works eight hours a day, 12 noon to 8:30 p.m., in the commissary kitchen of a vending company.

11:45 a.m. -- Arrives at work and changes into uniform. Freshens up, washes hands, covers hair. Checks with supervisor and receives work production schedule. Goes to work station.

12:00 Noon-3:00p.m. -- Makes sandwiches, using fillings prepared the day before. Packages sandwiches in individual or bulk servings according to schedule. Stores packages in cooler in designated area, where route man picks them up. (Sandwich makers can prepare 10-12 sandwiches a minute using automatic equipment and appropriate methods). Cleans utensils and work area when sandwiches are completed.

3:00-3:10 p.m. -- Rest period or coffee break.

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3:10-6:00 p.m. -- Prepares desserts and salads according to production schedule. Packages and stores salads and desserts in cooler for route man to pick up. Cleans utensils and work area after each preparation.

6:00-6:30 p.m. -- Dinner period.

6:30-8:30 p.m. -- Pre-prepares puddings, sandwich fillings and salad ingredients for the next day. Cleans utensils, work area and refrigerator.

Family Meal Aide

Some families may desire help in preparing and serving food in their homes. Perhaps both husband and wife work or have unusually heavy responsiblities. The homemaker may want a worker who will prepare and serve family meals every day or she may just need help for special parties. The family meal aide is responsible for planning, preparing and serving attractive, nutritious meals that meet the needs of a family.

This work, like catering, provides an opportunity to develop a business of your own, or it may provide a steady job with one family with whom you enjoy working.

As a family meal aide, your duties would vary with the needs of each employer. You may perform some or all of the following tasks:

1. Plan a variety of meals.
2. Select and purchase foods.
3. Prepare and serve family meals and/or special occasion meals.
4. Use, store and care for kitchen equipment and supplies.
5. Store food and food products.
6. Use left-over foods as specified.
7. Clean and wash dishes, glassware, silver and cooking utensils
8. Clean and care for kitchen work area.

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As you can see, your work would be similar to the work you might do in your own home. However, you will need to follow the policies and instructions of the specific family with whom you work.

You can see from the duties described that the work generally involves shopping, assembling food and supplies, preparing and serving food and cleaning up.

Hospital Specialties

Do you have an interest in helping the sick and convalescent? If so, you may find working in a hospital or nursing home rewarding. The food preparation jobs previously described are available in the kitchens of hospitals and nursing homes. However, specialty jobs such as tray-line and formula room work meet the special needs of these institutions. Following are the duties performed by workers in these specialty jobs:

Tray-line worker

Hospitals and larger nursing homes prepare patients' food trays on an assembly line. Special equipment provides speed and accuracy in filling the trays. Equipment in an assembly line operation includes conveyor tray belts, individual hot food carriers and hot and cold food tables. Supplies such as sugar, cream, salt and pepper are usually packaged individually for sanitary handling.

A tray-line worker is part of the team on the tray assembly line. Titles depend on the worker's responsibility such as Position No. 1, 2, 3 or 4 server, loader, passer or food checker. Position No. 4 is often that of the food checker.

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When preparing meal trays for patients, the duties of the tray-line workers vary according to the position in the assembly line. Workers are assigned to handle specific food items or jobs. As trays move to their positions, they read the individual diet menus accurately and assemble the food items on the trays in the correct position.

The food checker is usually a worker with more experience than the others on the line. She checks each menu item on the tray at the end of the line to be sure it matches the diet order. Patients often have special diets ordered by their doctors. Therefore, the trays must be properly prepared and checked before they are sent to the patients. After the trays are checked, they are transferred to portable carts and taken to the patients.

Tray-line workers usually work in one of two over-lapping shifts:

1st shift: 6:30 a.m. to 2:30 p.m.; includes breakfast and lunch service.

2nd shift: 11:00 a.m. to 7:00 p.m.; includes lunch and dinner service

Following are the tray-line worker's duties before meal service:

1. Brings menu orders from office.
2. Checks heated dishes needed for hot food items.
3. Gets equipment ready.
4. Operates heat devices as instructed.
5. Assembles utensils, silverware, paper supplies and accessories needed for meal service in proper place.
6. Arranges cold foods, condiments, beverages, dishes and silver in proper place.
7. Makes coffee and other beverages at noon and evening meal.

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Following are the duties of the different positions during meal service:

Server: Serves all hot items onto heated container.

Line Position No. 1: Reads diet order. Prepares tray and tray cover. Assembles napkin, salt (or substitute), pepper, silver and hot food containers on each tray in correct position.

Line Position No. 2: Reads diet order. Prepares and assembles on each tray, in correct position, bread, butter, fruits, salad and cold sandwich.

Line Position No. 3: Reads diet order. Prepares and assembles on each tray, in correct position, juice, cream, jelly, cereal, dessert and beverage.

Line Position No. 4 or Food Checker: Checks all menu items on tray for accuracy.

Loader: May help checker, but usually loads trays on carts, delivers to floor designated.

Passer: Stationed on each floor of the hospital in the food service room or area. Prepares toast during breakfast service or any food needing to be prepared immediately before serving. Places on trays. Serves trays to patients on assigned floor.

These are the tray-line worker's duties after meal service:

1. Turns off steam table, conveyor belt and other equipment.
2. Puts food items away properly.
3. Empties waste containers.
4. Cleans equipment and work area.
5. Prepares tray and delivers special nourishments, as directed, to patients at 10:00 a.m., 2:00 p.m. and 4:00 p.m. (Special nourishments are eggnogs, fruit juices and other special items prescribed by doctors.)

Formula room worker

Hospitals have a formula room where milk formulas are prepared for new babies. This room is usually located near the maternity ward and the nursery. Hospitals vary in the operation of the formula room.

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It may be managed by the dietitian or by a registered nurse. The formula room is a divided room; one side is used for the preparation of formulas and the other for sterilization procedures.

Many hospitals now have pre-packaged, ready-to-use formulas in disposable bottles. However, there are still special baby formulas that have to be prepared according to doctor's orders.

Formula room workers assist in the preparation and sterilization of babies' formulas under the supervision of a trained nurse or dietitian. A nurse or the mother feeds the baby.

A formula room worker performs the following duties:

1. Measures ingredients of formula accurately and according to directions.
2. Prepares formula in quantity needed.
3. Divides formula into the proper units and bottles the formula correctly.
4. Sterilizes equipment and bottles as directed.
5. Cleans up and sanitizes work area, sinks and refrigerator.
6. Stores formula ingredients, bottles and formula in appropriate area.

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Business Operations

A Business of Your Own

Eventually, would you like to be the boss? There are many opportunities for an ambitious person to develop his own business in food service. Of course, you need money to invest and a willingness to work hard. You need to have an interest in people, a flair for food and the ability to organize. As much experience as possible in food service work will help.

Today, there are national franchise operations which help finance a person who wants a business of his own. Other national food service chains have local, company-owned outlets which provide an opportunity for those who may have management ability.

People have started their own food service businesses in many ways. Some with a special talent for cooking may start in their own kitchen and sell their special food to friends and neighbors. This may result in a small neighborhood business.

The National Restaurant Association tells us that about twenty percent of all the restaurants in the nation are family businesses operated by father, mother and children. Often families start a business in a small way, perhaps a restaurant featuring food specialties that may become popular. As the business grows they can expand, hire extra help or even start other restaurants.

What other possibilities are there? If you own a car, you might

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deliver orders for a local pizza or chicken parlor. You might prepare and sell homemade pies, jellies, jams, pickles or a specialty food. Perhaps you might be able to create a new idea. Generally, people who start a business of their own and succeed do so because they are creative, imaginative and work hard to get their ideas across to others.

Franchise Food Business

When a company has established a successful food operation, they may allow others to use their name, method and building design. In return, they receive a fee for this privilege. This type of business is known as a franchise. Specific legal documents are required, setting forth the rights of both the franchisor (the one who originated the system) and the franchisee (the one who will operate the system). Naturally, the franchisor wants his name and standards upheld and may specify that certain items be bought from him.

In recent years franchising has grown rapidly, especially in the area of fast foods. There are opportunities in this field for persons with business knowledge and experience in food service. Often a franchisor will train prospective franchisees in all phases of the business. A certain amount of investment captial is required.

Look carefully into the contract and the possible volume of business in the area before accepting a franchise. As in any business, a poor decision may result in failure; a wise decision could bring great rewards.

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Company-Owned Food Service Operations

National food companies develop and operate chains of restaurants which are known as company-owned units. Food executives claim that company-owned operations are five to six times more profitable than franchised ones, probably because trained personnel are in charge, with constant supervision.

It is possible to develop a business of your own in these outlets. A manager is selected and trained by the parent company to operate each outlet. If you qualify for a manager's position, you usually have considerable freedom in operating the business. Some companies may also guarantee a specified income for a period of time to a manager who is starting a new business. Other companies may pay the manager a fixed salary plus a bonus based on the profits. You may develop your own income through your ability to build up the business, and thus increase the profits.

You are not of course, entirely on your own in a company business. Remember, the company is your partner. It provides a usually distinctive style of building, management training, supervision and national advertising. You usually agree to pay a certain percentage of the gross income or building rent to the parent company. You must buy and sell specified foods and supplies. You must follow a specific method of operation in relation to menu, food preparation and service personnel. High standards are promoted by company supervisors, who regularly check on food preparation, customer service and building maintenance.

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The major food companies generally offer benefits, which may include hospitalization, surgical, major medical disability benefits, group life insurance and vacations.

Remember, if you plan to work for a company-owned operation, study the contract carefully before you sign it.

Family Meal Aides

If you prefer a more personalized type of work, you may enjoy serving as a family meal aide or family dinner specialist in private homes. Many individuals and families need a competent worker to prepare and serve food in the home because:

1. Both husband and wife may have full-time jobs.
2. Elderly family members are unable to prepare meals.
3. The homemaker may be ill or convalescent.
4. The homemaker may need help in entertaining guests.

The job of a family meal aide may be short-term, part-time or full-time, depending on the needs and circumstances.

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Organization Inside of Food-Service Units

Have you ever thought about the number of activities that must take place in a food service operation? The food must be purchased, stored, prepared and then served and sold to the public. Usually this is all done on the premises. A food service unit is very much like a factory, where the product is manufactured, warehoused and sold in one place. However, in the food service business the product is often consumed on the premises.

Operations are organized into two main areas--the back of the house and the front of the house.

Back of the House

The back of the house is the area where food is delivered, stored and prepared. It includes storerooms, kitchen, pantry and dishwashing area. The back of the house contributes to success by purchasing and preparing high-quality foods with minimum labor costs. Therefore, careful planning is needed to insure an efficient arrangement of floor space and labor-saving equipment. Storage areas for dry, refrigerated and frozen foods are placed near the back door where the raw food supplies are received. The kitchen is placed so that there is easy access to the pantry area and the storerooms. The dishwashing area is convenient to the dining room.

Front of the House

In restaurant units, the front of the house is the salesroom of

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business. It is the area where food is served, sold and consumed. It includes the reception area, dining rooms, coat rooms and rest rooms. It is most important to have attractive, clean and comfortable dining rooms. Customers want to feel relaxed while eating. Heat, noise and confusion should be eliminated.

Many restaurants promote specialties in food and service. Some invest in unusual decorations to create an atmosphere which will attract customers to their dining room. Clever merchandising of food and decor can spell success.

Rooms in the front of the house should be organized so that there is an easy flow of customer traffic.

In assembly units, the front-of-the-house operations are handled by means of vending machines, automats or carry-out service.

In institutional feeding units, the front-of-the-house operations vary. For instance cart and tray service is generally used in hospitals. Cafeteria or counter service is generally used in universities and schools.

Lines of Authority

Every type of food service unit must have a well-defined plan for operating. This plan establishes the lines of authority among the staff and sets up the duties and responsibilities for each employee. The plan depends on the type of food service unit. There are three key factors:

1. The menu. Th[illegible] specifies the kind of food that is to be

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served. The menu is important. It indicates what foods must be bought and prepared. It determines what equipment is needed to store, cook, serve and sell this food. It also determines the work load of the employees.

2. Type and quality of service. This can vary from simple counter service to elaborate table service. The food, equipment, personnel and overhead will vary with each type of service. Can you give an example of this from your observations?

3. Size of operation. This determines the number of customers served and the number of meals that must be prepared each day. It influences personnel needs, food purchasing, storage and equipment. Customer turnover must be considered here. Why?

The lines of authority are set up to meet the needs of each operation. Remember, when a person has responsibility he must also have authority.

Responsibilities of Each Position

A good operating plan sets up duties and responsibilities for teams of food service workers. Each worker can be said to be part of a team--each person does his special job, but each depends on the work of others. Cooperation is neccessary for teamwork.

For example, the job of the dishwasher is an important part of the back-of-the-house team. The major responsibility of the dishwasher in Art Turner's restaurant is to keep an adequate supply of clean, sanitary dishes, glassware and silver ready for the kitchen and the dining room. If he is slow getting started, or if he stops to visit with a friend, what happens? The chef runs out of dinner plates the salad girl needs salad plates and the waitress wants silver. The customers have to wait for service and become dissatisfied. The whole

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line of operation slows down, fewer customers are served and Art Turner worries about his profit. All of his workers depend on the dishwasher to do his job right.

The manager depends on his dishwasher to keep him informed about food left on the used dishes. Why? Because this helps to indicate which menu items are popular and whether the food preparation is satisfactory.

Do you begin to see that cooperation is necessary for smooth operation? Can you give an example of food and poor teamwork in food service that you may have experienced or observed?

Why is Organization Important?

Let us think again about the basic economics of restaurant operation. To establish a restaurant represents a large outlay of money. The cost of building or buying a restaurant may range from $100,000 to $250,000. Remember, the owner or manager must make a reasonable profit to stay in business. If he cannot realize at least a five to ten percent profit, it would be better to invest his money in some other way.

Some restaurant owners do fail. Why does this happen? There may be many reasons such as poor location, inefficient organization, inaccurate records or inability to control costs. However, if the manager can set up a good system of operation and maintain it with the help of his employees, he has a greater chance for success.

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How Can You Help Keep Expenses Down?

Each employee can cooperate in many ways. Following established procedures is one. For example, if you give a friend a big scoop or double portion of food, the business is losing money. It is important to handle, store and serve food exactly as directed to maintain the standards set by management and to avoid waste.

Do you know that the cost of dishes, linen and silverware may run into thousands of dollars? A cup and saucer may cost $4.00, a dinner plate $9.00 and a knife $4.00. You can help reduce costs by handling dishes and glasses carefully so they do not break. Be sure silverware is not dropped into the garbage. Avoid spills that stain the linens badly.

What other ways can you help? Turn water taps off tightly. Turn off lights, gas and power when they are not in use. Perhaps you could do soemthing extra such as help another employee if you have a few spare minutes. Make your time produce more. Save steps by carrying several items in one trip. Learn to use both hands when you work.

You probably will not be involved directly in the management of the food operation at first. However, your cooperation and your efficient work habits can help the business to be successful. Try not to let your employer or the customers down. You can get satisfaction from your job by being an efficient part of a successful team. You may also benefit by being promoted. If you help to keep the business a success, it will make your job more secure.

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Directions

Evaluate your knowledge by answering the items below on a separate sheet of paper.

1. A top professional chef spends __________ in training and apprenticeship.
2. In French, the chef's cap is called _______ _______ _______.
3. The toque blanche is one of the first symbols of __________ rank.
4. Full time food service employees usually work ________ hours.
5. List at least six food service helpers jobs.
    a.
    b.
    c.
    d.
    e.
    f.
6. Front of the house is the ___________ of the business.
7. Back of the house is where food is __________, ___________ and ___________.
8. There are three key factors for the lines of authority: _______, __________ and ___________.
9. A pantry worker in a small operation may prepare sandwich ______.
10. Fringe benefits in food service _________.

Now check your answers with the answers in the Answer Key.

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Answer Key

1. years
2. la toque blanche
3. high
4. light
5. kitchen, cooks, bakers, pantry workers, caterer's helpers, family meal aides, hospital specialties, tray-line workers, formula room workers
6. salesroom
7. delivered, stored, prepared
8. menu, type and quality of service, size of operation
9. fillings
10. vary

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

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ENABLING OBJECTIVE NO. 3

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Identify the requirements of a food service employee.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify the requirements of a food service employee.	1. Instruction Sheet enclosed, How You Fit Into Food Service
2. Read Resource No. 2 to identify steps in getting along with others in the food service team	2. Instruction Sheet enclosed, a. Success b. The Culinarian's Code
3. Talk with your instructor about how you can fit into the food service industry.	3. Instructor
4. When completed, check your knowledge using the Self-Check.	4. Self-Check enclosed.
5. When you think you can attain this task, take the Written Test.	5. Written Test for task A-05.

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How Will You Fit Into Food Service?

It may not be easy to find a job immediately that you feel is just right for you, one in which you can be a success. Your first task in job-seeking will be to sell yourself. What can you offer? Size yourself up and match your qualifications with the requirements listed by food service employers. Take an honest inventory of yourself, but do not underrate your ability as you answers the following questions.

What is Your Background?

Education	Employers Prefer	Because You Need To
Can you read and follow directions accurately?	A high school graduate, although it is not necessary in some beginning food jobs.	Understand menus, recipes. Carry out written directions.
Can you write clearly?	Legible handwriting.	Write food orders, requests for supplies.
Can you use simple arithmetic?	Accurate use of arithmetic.	Figure and measure food quantities. Figure food sales checks.
Are you able to use correct English in writing and talking?	Pleasing voice. Good grammar.	Communicate with workers and employers intelligently. Talk to customers.
Have you had any training in food service?	Some training and courses in food service.	Know basic skills.
Have you had any jobs in food service?	Some actual experience in a food service job.	Produce good results

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What is Your Physical Condition?

Health	Employers Prefer	Because You Need To
Is your health good?	A physical examination; general good health.	Be free from diseases when handling food.
Do you have good posture?	Good posture.	Work efficiently.
Is your weight average?	Average weight.	Present good appearance and work efficiently.
Are your feet and legs in good condition?	Freedom from enlarged veins.	Be on your feet during many working hours.
Are your clothes clean, well-pressed, comfortable?	Neat, clean, attractive appearance. Clean uniform or clothes appropriate for job.	Look clean and attractive when handling food and serving it to customers.
Is your skin healthy, clean and attractive?	Clear skin, well-cared-for hands.	Present a clean, healthy appearance.
Is your hair arrangement right for the job?	Clean, well-arranged hair.	Feel comfortable and have confidence in yourself.

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What are Your Personal Qualities?

Personal Traits	Employers Prefer	Because You Need To
Are you dependable?	Employees who are on time and work with little absenteeism. Employees who do not wait to be told what to do.	Contribute to the efficient operation of the business.
Are you capable of doing the work?	Employees who know how to perform necessary tasks and get work done on time.	Finish tasks in allotted time and do your share of the work.
Are you willing to accept directions?	Employees who obey rules and regulations.	Help maintain standards and quality.
Do you make an effort to learn and improve?	Employees who accept criticism and are willing to learn.	Take criticism and supervision.
Are you courteous and friendly?	Employees who are friendly, tactful and who move quietly.	Act in the best interest of the customers and the employer, as well as yourself.
Are you honest?	Employees who do not cheat.	Protect your employer's interests and your own reputation.
Are you loyal?	Employees who have pride and interest in the business and in themselves.	Promote the business and your own status.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

con't.

INSTRUCTION SHEET

RVTC

PAGE 4 OF 5

Advantages in Food Service

What?	Why?
Work is steady.	Many types of food service are available in all communities.
There is constant demand for new employees.	Food service industry is growing.
You can secure work readily in any location.	Food service jobs are similar throughout the country.
Wages are reasonably good.	Pay range varies depending on job level. Tips may help to increase your basic wage.
Working conditions usually are pleasant.	Many food service units are modern and attractive. You are with people your own age and meet many others.
Fringe benefits are increasing.	Meals and uniforms are often furnished; other benefits may be: paid vacations, bonuses, pension plans, hospital and group insurance and profit sharing.
Shorter work weeks are increasing.	Working hours vary from 40-48 a week.
Many part-time jobs are available.	Short hours, broken shifts, early and late shifts can be arranged to fit needs of worker.
Opportunities for self-improvement and promotion exist.	On-the-job training and advancement through experience are offered.
Possibilities for starting your own business may occur.	Businesses such as franchises offer opportunities to experienced persons.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

con't.

INSTRUCTION SHEET

RVTC

PAGE 5 OF 5

Disadvantages in Food Service

What?	Why?
Hard physical labor is required such as carrying heavy trays, pots and pans.	Food must be produced in quantity and within specific time periods. It must usually be carried to the customer.
Work is often done under pressure.	Peak serving periods and increased food production demand a faster pace.
Working conditions may be uncomfortable.	Hard floors, hot kitchens and limited space may cause fatigue.
Working hours may bot be convenient.	Food must be served evenings, weekends, holidays and Sundays.
Dealing with the public is not always pleasant.	Customers may be unreasonable, irritating and demanding.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

INSTRUCTION SHEET

RVTC

PAGE 1 OF 2

Success

Do you have the qualifications that employers desire? Why is it that some individuals have trouble obtaining and keeping a job, while others seem to succeed easily?

Young people looking for their first job may find pretty rough going. They wonder why they failed. Employers report that the mistakes made by most young people in getting and holding jobs are found in the following areas:

1. Appearance
2. Attitude and behavior
3. Ignorance of labor market and unrealistic wage demands
4. Misrepresentation of age, education and experience
5. Insufficient training
6. Failure to notify employer of absence
7. Unsuitability for job
8. Accompanied by friend or relative when applying for job
9. Lack of reliability and responsibility
10. Inability to get along with others

The way you manage yourself and the techniques you use in getting and holding a job are important keys to success.

Investigate Your Personality

The ability to get along with all kinds of people is a great asset on a job. Employers say their biggest problem is the employee who clashes with others or causes friction. Learn to work well with others and to maintain a good relationship with your employer. It is important to understand that everyone may have some faults.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

con't.

INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

However, tact and consideration for the other person will help you as well as him.

Your Chances for Success

As you learn about the food service industry, the job opportunities and where you might fit in, keep in mind your chances for success. Consider both the advantages and disadvantages of the many areas of food service. Would you be willing to put up with the disadvantages? Do the advantages appeal to you?

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

The Culinarian's Code

1. I pledge my professional knowledge and skill to the advancement of our profession and to pass it on to those that are to follow.

2. I shall foster a spirit of courteous consideration and fraternal cooperation within our profession.

3. I shall place honor and the standing of our profession before personal advantage.

4. I shall not use unfair means to effect my professional advancement or to injure the chances of another colleague to secure and hold employment.

5. I shall be fair, courteous and considerate in my dealings with fellow colleagues.

6. I shall conduct any necessary comment on, or criticism of, the work of fellow colleagues with careful regard for the good name and dignity of the culinary profession, and will scrupulously refrain from criticism to gain personal advantages.

7. I shall never expect anyone to subject himself to risks which I would not be willing to assume myself.

8. I shall help to protect all members against one another from within our profession.

9. I shall be just and enthusiastic about the success of others as I am about my own.

10. I shall be too big for worry, too noble for anger, too strong for fear and too happy to permit the pressure of business to hurt anyone, within or without the profession.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

SELF-CHECK

RVTC

How do you rate?	(1) Never	(2) Sometimes	(3) Always
Friendliness			
1. Do you like to work with other people?			
2. Do you like to listen to others?			
3. Do you feel like helping other workers?			
4. Is it easy to ask help from the people you work with?			
5. Are you shy or self-consious?			
6. Do you say very little to your co-workers?			
7. Are you pleasant but quiet when you are working?			
8. Can you smile and be enthusiatic about your work?			
9. Can you show people that you like them?			
10. Do you have many friends at school or where you work?			
11. Do you make an effort to compliment others?			
Dependability			
1. Do you tell the truth on the job, at home and at school?			
2. Are you always on time for a job?			
3. Do you get all assigned work done on schedule?			
4. Do you look for more to do when your work is done?			
5. Do you notify the employer or teacher when you are late or unable to be on the job?			
6. Do you see work that needs to be done without being told?			
Thoughtfulness			
1. Can you be calm when under pressure?			
2. Can you keep from gossiping and blaming other people?			

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

con't.

SELF-CHECK

RVTC

	Never	Sometimes	Always
3. Do you try to understand the other person and his job?			
4. Do you use good manners when talking and working with others?			
5. Do you show appreciation to the boss and co-workers when they help you?			
6. Do you avoid rude behavior such as interrupting conversations?			

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	05	3

WRITTEN TEST FOR TASK NO. A-05

RVTC

IN-9193-A-05

TASK: Identify Career Opportunities in Commercial Foods and Culinary Arts

Directions

PAGE 1 OF 3

The purpose of this test is to determine if you fully understand how to identify career opportunities in Commercial Foods and Culinary Arts. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. The food service industry today is ranked low in total sales on the national level.
2. With a good food service background, it is easier to go from employee to manager than in any other trade.
3. A career in food service can be obtained by going to work.
4. A food service career offers the individual an opportunity to display artistic ability.
5. Most people consider the outstanding chef to be an artist.
6. The person who directs all affairs of the food service operation is called the manager.
7. The person who is in complete charge of the kitchen operation is called the rolls chef.
8. The head chef may carry one of three different titles.
9. The person who relieves all cooks on all stations on their day off is the roast cook.
10. The head chef's first assistant is the pastry chef.
11. A food service unit provides hot or cold, ready-to-eat foods.
12. Food is served to the customer by a waiter or waitress.

DEPT.	PROG.	DUTY	TASK
IN	9193	A	05

cont.

WRITTEN TEST FOR TASK NO. A-05

RVTC

TASK: Identify Career Opportunities in Commercial Foods and Culinary Arts

PAGE 2 OF 3

13. Self-service units never have a display of ready-to-eat food items.

14. In a cafeteria or at a buffet, customers collect their food on a plate.

15. A restaurant or commercial feeding establishment serves food to the public.

16. Table service restaurants generally have a menu which offers choices.

17. Catering units usually serves food at a restaurant.

18. The commissaries of vending companies may be located away from residential areas.

19. In-plant feeding is a slow growing business.

20. Some plants provide twenty-four hour service.

The items below are Multiple Choice. On the separate Answer Sheet, put letter of correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

1. Which one of the following is a full service restaurant?

   a. ship's dining room
   b. dinnerhouse
   c. nationality
   d. luxury restaurant

2. Which one of these chefs is likely to supervise the largest brigade?

   a. head chef
   b. executive chef
   c. banquet chef
   d. day chef

DEPT.	PROG.	DUTY	TASK
IN	9193	A	05

cont.

WRITTEN TEST FOR TASK NO. A-05

RVTC

TASK: Identify Career Opportunities in Commercial Foods and Culinary Arts

PAGE 3 OF 3

3. As a beginner in food service, you should become familiar with:

   a. symbols.
   b. plates.
   c. chef's hat.
   d. activities.

4. If you like to cook, you will have a chance to observe and learn from the:

   a. baker.
   b. food packers.
   c. formula room worker.
   d. food checker.

5. The front of the house includes the:

   a. dining area.
   b. storeroom.
   c. kitchen.
   d. dishwashing area.

DEPT.	PROG.	DUTY	TASK
IN	9193	A	05

WRITTEN TEST FOR TASK NO. A-05

RVTC

TASK: Identify Career Opportunities in Commercial Foods and Culinary Arts

ANSWER KEY

PAGE 1 OF 1

Multiple Choice questions

a 1.
b 2.
c 3.
d 4.
a 5.
____ 6.
____ 7.
____ 8.
____ 9.
____ 10.
____ 11.
____ 12.
____ 13.
____ 14.
____ 15.
____ 16.
____ 17.
____ 18.
____ 19.
____ 20.
____ 21.
____ 22.
____ 23.
____ 24.
____ 25.

True-False questions

T [✓ F] 1.
T [✓ F] 2.
T [✓ F] 3.
[✓ T] F 4.
[✓ T] F 5.
T [✓ F] 6.
T [✓ F] 7.
[✓ T] F 8.
T [✓ F] 9.
T [✓ F] 10.
[✓ T] F 11.
[✓ T] F 12.
T [✓ F] 13.
[✓ T] F 14.
[✓ T] F 15.
[✓ T] F 16.
T [✓ F] 17.
T [✓ F] 18.
T [✓ F] 19.
[✓ T] F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

____ 1.
____ 2.
____ 3.
____ 4.
____ 5.
____ 6.
____ 7.
____ 8.
____ 9.
____ 10.
____ 11.
____ 12.
____ 13.
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DEPT.	PROG.	DUTY	TASK
IN	9193	A	05

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COMMERCIAL FOODS AND
CULINARY ARTS

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

IN-9193-A-06

A STUDENT LEARNING GUIDE

TASK: Identify Basic Nutrition

DUTY: Orientation and Safety in Commercial Foods and Culinary Arts

PURPOSE:

From birth to death, food is a necessary factor in our lives for energy, growth and body functions. A thorough knowledge of the basics of nutrition will help you develop healthy bodies and eating habits.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	A	06	

REVISED:

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN:

YOU WILL: identify basic nutrition.

HOW WELL: You must successfully complete the Written Test.

ENABLING OBJECTIVES:

1. Identify food in relation to nutrients.
2. Identify factors affecting nutrition and good health.

DEPT.	PROG.	DUTY	TASK
IN	9193	A	06

ENABLING OBJECTIVE NO. 1

RVTC

Identify food in relation to nutrients.

LEARNING STEPS

1. Read Resource No. 1 to identify the nutrients and how they help maintain good nutrition.
2. Read Resource No. 2 to identify the function of food in relation to good nutrition.
3. When completed, evaluate your work using the Self-Check.
4. Go on to Enabling Objective No. 2.

RESOURCES

1. Text: Exploring Professional Cooking, Chapter 3, pages 35-55.
2. Instruction Sheet enclosed, Basic Conceptual Framework of Nutrition
3. Self-Check enclosed.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	A	06	1

INSTRUCTION SHEET **RVTC**

PAGE 1 OF 2

Basic Conceptual Framework of Nutrition

Nutrition is the process by which food and other substances eaten become you. The food we eat enables us to live, grow, keep healthy and well and to get energy for work and play.

Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body. Each nutrient has specific uses in the body. For the healthy individual the nutrients needed by the body are usually available through food. Many kinds and combinations of food can lead to a well-balanced diet. No natural food by itself, has all the nutrients needed for full growth and health.

All persons, throughout life, have need for about the same nutrients, but in varying amounts. The amounts needed are influenced by age, sex, size, activity, specific conditions of growth and the state of health. The amounts needed may be altered by environmental and disease conditions which produce various kinds of stress. Suggestions for kinds and needed amounts of nutrients are made by scientists who continuously revise the suggestions in the light of the findings of new research. A daily food guide is helpful in translating the technical information into terms of everyday foods suitable for individuals and families. In this way, the newer knowledge of nutrition can be applied simply and practically in accordance with the food preferences and economic conditions.

DEPT.	PROG	DUTY	TASK	EN OBJ.
IN	9193	A	06	1

con't.

INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

Food use relates to the cultural, social and psychological domain as well as to the physiological. Food selection is an individual act but it is usually influenced by social and cultural sanctions. Appropriate selection of food to fulfill physiological needs can be made at the same time as social, cultural and psychological needs and wants are satisfied. Attitudes toward food are a culmination of many experiences; past and present.

The way a food is handled influences the amount of nutrients in the food, its safety, appearance, taste and cost. Handling means everything that happens to food while it is being grown, processed, stored and prepared for eating.

The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market. These may vary widely in usefulness, safety of use and economy.

Food plays an important role in the physical and psychological health of a society or a nation just as it does for the individual and the family. The maintenance of good nutrition for the larger units of society involves many matters of public concern such as: peace, social and economic stability, healthful environment, food production, processing and distribution and education. Nutrition knowledge and social consciousness enables citizens to participate intelligently in the adoption of public policy affecting the nutrition of people around the world.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	06	1

SELF-CHECK

RVTC

Directions

Evaluate your work by answering the items below on a separate sheet of paper.

1. The food you eat and the way the body uses it is called: ____________________.
2. There are six nutrients. These are: _________, _________, _________, _________, _________ and _________.
3. Nutrients are __________ in food.
4. Proteins build and __________ tissues.
5. A calorie is a unit of ________________.
6. Food regulates ___________ _____________.
7. Carbohydrates provid most of the bodys' _____________________.
8. The main function of fat is to supply energy for ______________.
9. Plants have the ability to drain ________________ from the ground as they grow.
10. Vitamins regulate the ____________ ____________.
11. No ____________ food by itself has all the nutrient needs for full growth.
12. The amounts of food needed are influenced by _____________, ___________, __________________ and _______________.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	06	1

SELF-CHECK

RVTC

Answer Key

1. nutrition
2. proteins, carbohydrates, fats, vitamins, minerals and water
3. substances
4. repair
5. measurement
6. body processes.
7. energy
8. heat
9. minerals
10. body processes
11. natural
12. age, sex, size and activity

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	06	1

ENABLING OBJECTIVE NO. 2

RVTC

Identify factors affecting nutrition and good health.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify factors needed to maintain good health.	1. a. Text: Food, Nutrition and You, Chapter 2 , pages 14-60. b. Instruction Sheet enclosed, Factors Affecting Nutrition and Health
2. When completed, evaluate your work using the Self-Check.	2. Self-Check enclosed.
3. When you think you can attain this task, take the Written Test.	3. Written Test for task A-06.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
I_N	9193	A	06	2

INSTRUCTION SHEET

RVTC

PAGE 1 OF 2

Factors Affecting Nutrition and Health

1. Direct factors:
    - a. Type of diet
    - b. Quantity of food eaten
    - c. Foods which are available through food production, food distribution and food selection
    - d. Amounts and variety as recommended by the basic four food groups.
    - e. Purchasing ability
    - f. Social customs
    - g. Appetite - hunger
    - h. Quality of food eaten
        - Types of food selected
        - Method of preparation and handling food
        - Special diets, "crash diets", snacks and "health foods".
        - "Empty calories" vs. "armoured calories"
        - Vending machines
2. Indirect factors:
    - a. Food habits and attitudes
        - Regularity of meals
        - Family customs and practices
        - Cultural, religious and relgious customs
        - Personal likes and dislikes
        - Hurried meals
3. Hygiene:
    - a. Cleanliness of surroundings
    - b. Cleanliness and freedom from disease of persons handling foods

DEPT	PROG	DUTY	TASK	EN. OBJ.
IN	9193	A	06	2

con't.

INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

4. General Health Practices:
   - a. Dental and physical examinations
   - b. Exercise
   - c. Prevention of disease
   - d. Sleep and rest
   - e. Sunshine and fresh air
5. Physiological factors:
   - a. Age and sex
   - b. Physical defects
   - c. Allergies
   - d. Infections
6. Psychological Factors:
   - a. Emotions
   - b. Tensions

DEPT	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	06	2

SELF-CHECK

Directions

Evaluate your work by answering the items below on a separate sheet of paper.

1. Food choices are usually the result of many personal ________ and ________.
2. The chemicals that make the human body include:
   a.
   b.
   c.
   d.
   e.
   f.
3. Chemicals of the human body are organized in the form of ________.
4. Approximately ________ percent of the body is H_2O.
5. The amount of heat required to raise the temperature of one kilogram of water to 1°C. is defined as a ____________.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	06	2

SELF-CHECK

RVTC

Answer Key

1. attitudes and beliefs
2. water, proteins, fats, carbohydrates, minerals and vitamins
3. cells
4. 75
5. calorie

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	A	06	2

WRITTEN TEST FOR TASK NO. A-06

RVTC

TASK: Identify Basic Nutrition

IN-9193-A-06

Directions

PAGE 1 OF 2

The purpose of this test is to determine if you fully understand how to identify basic nutrition. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. Margarine has the same number of calories as butter.
2. Adults do not need milk!
3. Honey is more nutritious than sugar.
4. Organic foods are more nutritious than regular foods.
5. Beets do not build blood.
6. Grapefruit contains a lot of acid and "eats" up calories in the stomach.
7. Grain or cereals made from grain are a main source of carbohydrates.
8. Nutrition is the food you eat and the way the body uses it.
9. Vitamin D is known as ascorbic acid.
10. Water is a food.

DEPT.	PROG.	DUTY	TASK
IN	9193	A	06

cont.

WRITTEN TEST FOR TASK NO. A-06

RVTC

TASK: Identify Basic Nutrition

IN-9193-A-06

PAGE 2 OF 2

The items below are Multiple Choice. On the separate Answer Sheet, put letter of correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

1. Vitamins:
   - a. regulate the body processes.
   - b. do nothing for the body.
   - c. burn fat.
   - d. repair and maintain the body tissues.
2. Fat supplies:
   - a. nutrition.
   - b. units of measurement.
   - c. heat and energy for the body.
   - d. prevent disease.
3. Proteins are necessary:
   - a. for regulating all processes.
   - b. calories.
   - c. for essential growth, repair.
   - d. to provide heat for the body.
4. All persons throughout life have a need for:
   - a. nutrients.
   - b. attitudes toward food.
   - c. natural foods.
   - d. the way a food is handled.
5. One nutrient needed by the body is:
   - a. a calorie.
   - b. pork.
   - c. a vitamin.
   - d. growth.

DEPT.	PROG.	DUTY	TASK
IN	9193	A	06

WRITTEN TEST FOR TASK NO. A-06

RVTC

TASK: Identify Basic Nutrition

ANSWER KEY

PAGE 1 OF 1

Multiple Choice questions

a 1.
c 2.
c 3.
a 4.
c 5.
____6.
____7.
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True-False questions

T [✓ F] 1.
T [✓ F] 2.
T [✓ F] 3.
[✓ T] F 4.
T [✓ F] 5.
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T F 24.
T F 25.

Matching questions

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DEPT.	PROG.	DUTY	TASK
IN	9193	A	06

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COMMERCIAL FOODS AND
CULINARY ARTS

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

IN-9193-B-02

A STUDENT LEARNING GUIDE

TASK: Cook and Serve Fried Meats

DUTY: Preparing Meats, Poultry and Seafood

PURPOSE:

One should be aware of pan and deep-fat fried food preparation. There is one most important difference between pan-frying and deep-fat frying. Pan-frying is the same as sauteeing and is the most approved method of cooking the more tender meats. Sauteeing or pan-frying is not to be confused with deep-fat frying. Deep-fat frying employs an entirely different principle and medium. Deep-fat frying is generally used for foods that can be cooked quickly by immersion in deep-fat. This task will help you attain necessary information for pan and deep-fat frying.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	02	

REVISED				

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN:	recipe,
YOU WILL:	cook and garnish pan-fried and deep-fat fried meats.
HOW WELL:	Your performance will be assessed by your instructor using the Performance Test on page 13 .

NOTE:

IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare for cooking and garnishing fried meats.
2. Cook and garnish pan-fried meat.
3. Cook and garnish deep-fat fried meat.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	02

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for cooking and garnishing fried meats.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify steps in cooking fried meats.	1. Instruction Sheets enclosed, a. Pan-fried meats b. Deep-fat fried meats c. Text: Cooking for the Professional Chef; Section 4, Unit 16, pages 110-112.
2. Read Resource No. 2 to identify steps in taking care of fat.	2. Instruction Sheet enclosed, Proper Care of Fat
3. Read Resource No. 3 to identify steps in garnishing meats.	3. Instruction Sheet enclosed, Garnishes for Meats
4. When completed, evaluate your work using the Self-Check.	4. Self-Check enclosed.
5. Go on to Enabling Objective No. 2.	

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	02	1

4

INSTRUCTION SHEET **RVTC**

PAGE 1 OF 1

Pan-Fried Meats

Pan-frying (or sauteeing) and deep-fat frying are often used dry-heat methods. For pan-frying, a small amount of fat is used - just enough to prevent the food from sticking to the pan. You may let the fat from the meat accumulate, or you may pour off the excess as it becomes necessary. Small, thin pieces of meat and leftovers are often pan-fried.

Some meats have enough fat to fry themselves while others must have fat added. You will see that foods cooked this way can be floured or breaded, giving a delicious and outstanding taste. White fats make foods more tasty. The addition of fats also makes foods less easy to digest. If the leftover fat is not used for a sauce, it can be thrown out. Food cooked this way must still be turned, but as little as possible. The pan should not be covered, as this will cause steam and you will be using moist heat.

DEPT	PROG	DUTY	TASK	IN. NO.
IN	9193	B	02	1

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Deep-fat Fried Meats

Meat that is to be deep-fried usually is coated with egg and then with seasoned bread crumbs. Or it may be dipped in a seasoned batter or dredged in seasoned flour or cornmeal. Follow these steps for the best results:

Use an electric deep-fryer or a deep pot, a wire frying basket and enough cooking oil to cover the meat completely.

Preheat the cooking oil to the correct temperature. Proper temperatures range from 300°F. to 360°F., depending on the size of the pieces of meat and on whether the meat to be deep-fried is uncooked or has been precooked. It is essential to cook the meat in an automatically controlled deep-fryer or to use a special deep-fat frying thermometer to check the temperature of the oil.

Place only enough meat in the frying basket to cover the bottom of the basket.

Lower the basket into the hot oil gradually.

Cook until the meat is browned and cooked through. Since meat is surrounded by hot oil, no turning is necessary. Cooking time will be less than the time required for pan-frying.

When the meat is cooked, drain the oil from the basket back into the pot and place the meat on paper toweling to remove excess oil. Put the cooked meat in a low oven to keep warm while the remainder of the meat is being cooked.

If the cooking oil is properly cared for, it may be used more than once. Strain it through cheesecloth, or a clean paper coffee filter; cool, cover and store it in the refrigerator. If the oil has picked up a strong odor from the food it was cooked in, fry a few slices of raw potato in the slightly cooled oil. The potatoes will absorb the odor. Add a small amount of new oil each time the oil is reused.

DEPT	PROG	DUTY	TASK	[illegible]
IN	9193	B	02	2

con't.

INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

Replace the oil completely if it foams or fails to brown food properly.

Tips on Breading

The most successful way to bread food is to season it, dredge it in flour, shake off the excess flour, dip it in eggs seasoned and beaten with a few drops of cooking oil, shake off excess egg mixture, lay in crumbs made from fresh bread and pat crumbs on meat.

A great many people have difficulty cooking breaded meat. If you usually end up with the breading firmly stuck to the pan instead of the meat, there are two things you can do:

> When a recipe calls for dipping meat in beaten egg mixed with water, substitute cooking oil for the water. If no water is called for in the recipe, add a teaspoon of cooking oil to the beaten egg anyway.
>
> After the meat has been breaded, put it between pieces of waxed paper and place it in the refrigerator for at least a half hour before cooking.

DEPT.	PROG	DUTY	TASK	EN. OBJ.
IN	9193	B	02	2

INSTRUCTION SHEET

RVTC

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Proper Care of Fat

1. Maintain even temperatures.
2. Hold to proper work load (do not overburden).
3. Shake breaded items well before placing over or in deep-fat fryer.
4. Remove floating particles during the work period.
5. Strain fat daily or more often if subject to heavy use.
6. Keep proper fat level.
7. Change fat when no longer serviceable.
8. Add new fat to old only when old fat is still serviceable.
9. Do not add suet or rendered fat in the deep-fat fryer.
10. Do not salt products while frying. Salt breaks down fat.

The deep-fat fryer should be drained weekly or as often as necessary, scrubbed and boiled out with baking soda or prescribed detergents and rinsed well before adding new fat. This prevents accumulation of acid products and increases the life of the deep-fat fryer. It decreases maintenance costs, produces superior products and improves the keeping qualities of the new fat.

DEPT	PROG	DUTY	TASK	[illegible]
IN	9193	B	02	1

INSTRUCTION SHEET **RVTC**

PAGE 1 OF 1

Garnishes for Meats

Great stress has been placed upon simplicity in garnishing. This however, does not prevent full use of the imagination in arranging pleasing and colorful plate s. While garnishes should provide contrast, they should also bear relation to the meat they should also bear bear relation to the meat they are to be used with.

Vegetable and egg garnishes are usually related to meats.

The following is a list of garnishes that are often used for meats:

Hard cooked eggs
Radishes -- sliced or rosettes
Pimento -- fancy strips
Cucumbers -- fluted or sliced
Cherry tomatoes
Green pepper -- strips or rings
Olives -- ripe, green or stuffed
Lemons and limes -- slices or wedges
Parsley
Pickled whole fruits
Celery
Onion rings

DEPT	PROG	DUTY	[illegible]	[illegible]
IN	9193	B	02	1

SELF-CHECK

RVTC

Directions

Evaluate your work by answering True or False to the items listed below on a separate sheet of paper.

1. Pork has a high fat content.
2. Practically all meat is marketed as cuts.
3. Pork meat has a delicate flavor.
4. There are only two cooking methods.
5. Meats purchased ready to cook are called fabricated cuts.
6. Cooking oil may be used more than once.
7. Cooking oil must not be pre-heated.
8. Meats are usually coated with milk.
9. Fried foods should be kept crisp and greaseless.
10. Keep fat at 375°F; no hotter.

Evaluate your work by answering the items below on a separate sheet of paper.

1. Watercress is used for ________ all foods.
2. Garnishes should provide ________.
3. Egg garnishes are usually related to ________.
4. Various cuts for garnishes are ________, ________ and ________.
5. Imagination should be used in arranging ________.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	02	1

SELF-CHECK

RVTC

Answer Key

1. T
2. T
3. T
4. F
5. F
6. T
7. F
8. F
9. T
10. T
11. garnishing
12. contrast
13. meats
14. slices, wedges and grated
15. garnishes

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	02	1

ENABLING OBJECTIVE NO. 2

RVTC

Cook and garnish pan-fried meat.

LEARNING STEPS	RESOURCES
1. Cook pan-fried meat. Check recipe label file for a pan-fried meat recipe.	1. Recipe
2. Garnish pan-fried meat. See instructor for selected dish and garnishes.	2. a. Pan-fried meat b. Instructor
3. When completed, have instructor check your garnished dish.	3. Instructor
4. Go on to Enabling Objective No. 3.	

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	02	2

ENABLING OBJECTIVE NO. 3

RVTC

Cook and garnish deep-fat fried meat.

LEARNING STEPS	RESOURCES
1. Cook deep-fat fried meat. Check recipe label file for a deep-fat fried meat recipe.	1. Recipe
2. Garnish deep-fat fried meat. See instructor for selected dish and garnishes.	2. a. Deep-fat fried meat b. Instructor
3. When completed, have instructor check your garnished dish.	3. Instructor
4. When you think you can perform this task, take the Performance Test.	4. Performance Test for task B-03.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	02	3

PERFORMANCE TEST FOR TASK NO. B-02

RVTC

IN-9193-B-02

TASK: Cook and Serve Fried Meats

STUDENT'S NAME ____________________ DATE ____________

DIRECTIONS TO STUDENT: Given recipe, you will cook and garnish a pan-fried or deep-fat fried meat. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected for recipe?		
	Cooking:		
5.	Did student use proper temperature (medium temperature for pan-fried or 375° for deep-fat fried)?		
6.	Was necessary amount of fat used for pan-fried or deep-fat fried meat?		
7.	Were safety precautions used?		
	Garnishing:		
8.	Were colorful plates served using garnishes?		
9.	Was simplicity used in garnishing meat?		
10.	Were garnishes stored in cooler?		

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE ____________________

DEPT.	PROG.	DUTY	TASK	ATTEMPT
IN	9193	B	02	

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PERFORMANCE TEST FOR TASK NO. B-02 CONT.

IN-9193-B-02

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
	Cleaning:		
11.	Was equipment cleaned?		
12.	Was cooking and serving area cleaned?		

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IN-9193-B-03

COMMERCIAL FOODS AND CULINARY ARTS

A STUDENT LEARNING GUIDE

TASK: Cook and Serve Roast

DUTY: Preparing Meats, Poultry and Seafood

PURPOSE:

The people of the United States eat meat from several animals. The most popular is beef which comes from cattle. Another meat eaten by Americans is veal - which is the flesh of very young cattle which are usually milk-fed. Another is pork, the meat from hogs. Lamb is the meat from young sheep and mutton comes from the mature sheep. Food service areas serve more roast cuts than any other form meat. Examples are prime rib, chuck roast of beef, leg of lamb, shoulder of veal and cuts of pork. This task will help you attain necessary information to roast meats.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	03	

REVISED:

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: recipe,

YOU WILL: cook and garnish a roast.

HOW WELL: You must successfully complet the Written Test.

Your performance will be assessed by your instructor using the Performance Test on page 14.

NOTE:

IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare for cooking and garnishing a roast.
2. Cook and garnish a roast.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	03

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for cooking and garnishing a roast.

LEARNING STEPS

1. Read Resource No. 1 to identify the dry-heat method of cooking a roast.
2. Read Resource No. 2 to identify steps in cooking a roast.
3. Read Resource No. 3 to identify various seasonings used when cooking roasts.
4. View Resource No. 4 to identify steps in garnishing a roast.
5. When you think you have the knowledge to perform this task, take the Written Test.
6. Go on to Enabling Objective No. 2.

RESOURCES

1. a. Text: Cooking for the Professional Chef; Unit 6, pages 37-47.
   b. Instruction Sheet enclosed, A Dry-Heat Cooking Method
2. Text: Cooking for the Professional Chef; Unit 17, pages 114-118.
3. Instruction Sheet enclosed, Herbs
4. Filmstrip: Proper Meat Garnishes
5. Written Test for task B-03.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	03	1

INSTRUCTION SHEET **RVTC**

PAGE 1 OF 3

A Dry-Heat Cooking Method

Dry-heat cooking refers to a method where a food product is exposed to hot dry-heat either in an oven or over an open flame. Dry-heat cooking is used primarily for more tender types of food. Dry-heat cooking methods do not dissolve food, only tenderize. When a food product is exposed to heat, conduction transports heat from the surface to the center. If a food product is exposed to more heat than its size can absorb, it will burn on the surface while the center remains cold. Therefore, large food products need lower heat for a longer time and small food products need higher heat for a shorter time.

The dry-heat cooking method we are going to study here is roasting.

Roasting is essentially the same as baking in that food is cooked by dry-heat in an oven. Normally, when we talk of roasting it is in relation to large pieces of meat and poultry products (more than three portions). The roasting process is selected because it results in browning which occurs through carmelization of carbohydrates and fat. The main objective however, is to produce a product that will provide an appetizing, tasty, juicy, hot and easy to eat food item.

Carbohydrates and fats when browned change flavor. This different flavor of browned food is preferred by a majority of people. The minimum amount of heat needed for browning is 225°F. for beef fat and 300°F. for carbohydrates. Water in an open container boils at

DEPT	PROG	DUTY	TASK	EN. OBJ.
IN	9193	B	03	1

con't.

$212^{o}F.$, changes to steam and evaporates into the air. In other words, as long as water is present in the cooking process, the temperature can never be higher than $212^{o}F$. This explains why dry-heat cooking processes are used whenever the characteristics of food will allow it. (tenderness, fat and moisture content).

The principles of roasting can be stated very simply: In roasting, large pieces of meat are exposed to such a degree of dry-heat that the center of the roast becomes just done and stays juicy. At the same time, the surface of the roast browns without being charred or dried out.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	03	1

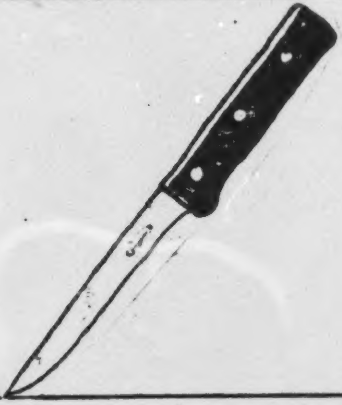
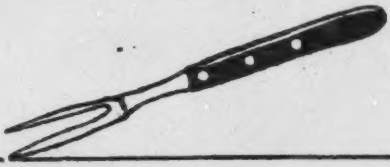
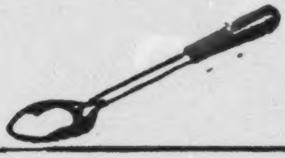
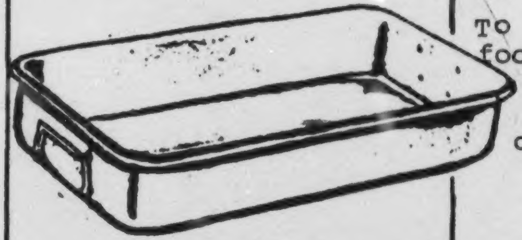
/cont.

INSTRUCTION SHEET

RVTC

PAGE 3 OF 3

The following chart identifies the utensils and equipment used for dry-heat cooking methods. For each utensil or piece of equipment, you will also find its description, function, location and application as it relates to dry-heat cooking.

Utensil or Equipment	Description	Function	Location	Application
Boning Knife		To trim any excess fat from food product or equalize size of roasts	Personal knife kit	Roasting, Broiling
Utility Fork		To turn product while cooking	Personal knife kit	Roasting, Broiling
Solid kitchen spoon		To baste food product while cooking	Utility cabinet	Roasting
Roasting pan		To hold food products during cooking	Pot and pan storage shelf	Roasting

DEPT.	PROG	DUTY	TASK	EN OBJ.
IN	9193	B	03	1

INSTRUCTION SHEET

RVTC

Herbs

PAGE 1 OF 1

Herb	How to	Serve with
Parsley 	Combine ¼ cup melted Fleischmann's Margarine and 2 tablespoons minced parsley.	Potatoes, cabbage, green beans, carrots, turnips, yellow squash, onions, cauliflower.
Dill 	Combine ¼ cup melted Fleischmann's Margarine, ¾ teaspoon chopped fresh dill or ¼ teaspoon dill weed and 1 teaspoon grated orange peel.	Broccoli, squash, beets, asparagus, carrots, sweet potatoes.
Tarragon 	Combine ¼ cup melted Fleischmann's Margarine and 1 teaspoon tarragon leaves.	Corn, beets, asparagus, spinach, potatoes, green beans, limas.
Caraway 	Cover ¼ teaspoon caraway seed with boiling water; let stand 1 minute then drain. Combine caraway seed, ¼ cup Fleischmann's Margarine and 1 tablespoon minced parsley.	Carrots, cabbage, turnips, potatoes, wax beans
Rosemary 	Combine ½ cup melted Fleischmann's Margarine, ¼ teaspoon crushed rosemary and ¼ teaspoon thyme.	Peas, green beans, zucchini, spinach, cabbage.
Chives 	Combine ¼ cup melted Fleischmann's Margarine, 1 tablespoon minced chives and 1 tablespoon minced parsley.	Potatoes, cauliflower, zucchini, green beans, asparagus, carrots, corn.
Oregano 	Combine ¼ cup melted Fleischmann's Margarine and ½ teaspoon oregano leaves.	Peas, zucchini, green beans, corn, wax beans, eggplant.

DEPT.	PROG	DUTY	TASK	EN. OBJ.
IN	9193	B	03	1

WRITTEN TEST FOR TASK NO. B-03

RVTC

TASK: Cook and Serve Roast

Directions

PAGE 1 OF 3

The purpose of this test is to determine if you fully understand how to prepare, cook and serve a roast. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F it the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. The word roast really means the same as bake.
2. Beef is roasted, but ham is baked.
3. Roast meat should be well browned.
4. Roasting is cooking by moist heat.
5. Dry-heat means cooking with plenty of liquid.
6. Roast should not be juicy.
7. Roast is usually cooked at 325°F.
8. Less shrinkage may mean two or three more servings per pound.
9. A meat thermometer is used to show the internal (inside) temperature of meat.
10. The point (bulb) of the thermometer should be inserted into the thickest part of the meat.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	03

cont.

WRITTEN TEST FOR TASK NO. B-03

RVTC

TASK: Cook and Serve Roast

PAGE 2 OF 3

The purpose below are Multiple Choice. On the separate Answer Sheet, put letter of correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

1. Cooking with dry-heat is also called:

   a. radiation.
   b. conductions.
   c. dehydration.
   d. pasteurization.

2. Veal is the meat of:

   a. grass fed calves.
   b. milk fed calves.
   c. low fed calves.
   d. vegetable fed calves.

3. The decisive factor for the cooking time of a roast is the:

   a. untrimmed weight.
   b. fat content of meat.
   c. geometric shape.
   d. percentage of bones.

4. To achieve the purpose of roasting, a ...

   a. small roast needs high heat, short cooking time.
   b. small roast needs high heat, long cooking time.
   c. large roast needs high heat, long cooking time.
   d. large roast needs high heat, short cooking time.

5. Placing a "service-ready" roast into a food warmer means to:

   a. transfer it immediately from oven to warmer.
   b. let it set at kitchen temperature.
   c. chill it in the refrigerator.
   d. keep the roast under the desired degree of doneness.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	03

WRITTEN TEST FOR TASK NO. B-03

RVTC

IN-9193-B-03

TASK: Cook and Serve Roast

PAGE 3 OF 3

The items below are Matching. On the separate Answer Sheet, on the line to the left of each item, write in the letter of the item that best identifies each.

DO NOT MARK ON THIS TEST!

Matching questions

1. Pork leg.
2. Visible fat veins.
3. Heat from open fire.
4. Cooking with dry-heat.
5. Air heat equalization.

a. grilling
b. baked ham
c. convection
d. carving
e. marbling
f. blood sugar
g. roasting

DEPT.	PROG.	DUTY	TASK
IN	9193	B	03

WRITTEN TEST FOR TASK NO. B-03

RVTC

TASK: Cook and Serve Roast

ANSWER KEY

PAGE 1 **OF** 1

Multiple Choice questions

b 1.
e 2.
a 3.
g 4.
c 5.
___6.
___7.
___8.
___9.
___10.
___11.
___12.
___13.
___14.
___15.
___16.
___17.
___18.
___19.
___20.
___21.
___22.
___23.
___24.
___25.

True-False questions

T [✓ F] 1.
[✓ T] F 2.
[✓ T] F 3.
T [✓ F] 4.
T [✓ F] 5.
T [✓ F] 6.
[✓ T] F 7.
[✓ T] F 8.
[✓ T] F 9.
[✓ T] F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

b 1.
e 2.
a 3.
g 4.
c 5.
___6.
___7.
___8.
___9.
___10.
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___20.
___21.
___22.
___23.
___24.
___25.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	03

ENABLING OBJECTIVE NO. 2

RVTC

Cook and garnish a roast.

LEARNING STEPS	RESOURCES
1. Cook a roast. Check recipe label file for a roast recipe.	1. Recipe
2. Garnish a roast. See instructor for selected dish and garnishes.	2. a. Roast b. Instructor
3. When completed, have instructor check your garnished dish.	3. Instructor
4. When you think you can perform this task, take the Performance Test.	4. Performance Test for task B-03.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	03	2

PERFORMANCE TEST FOR TASK NO. B-03

RVTC

IN-9193-B-03

TASK: Cook and Serve Roast

STUDENT'S NAME ____________________ **DATE** ____________

DIRECTIONS TO STUDENT: Given utensils, ingredients and equipment, you will prepare, cook and serve a roast. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?....................		
2.	Were hands washed?....................		
3.	Were necessary utensils selected?....................		
4.	Were necessary ingredients selected for recipe?....................		
	Cooking:		
5.	Was meat properly wiped?....................		
6.	Did student use proper temperature ($325^{o}F.$)?....................		
7.	Was procedure followed that was given by recipe?....................		
8.	Were safety precautions used?....................		
	Garnishing:		
9.	Was meat attractively served with garnishes?....................		
10.	Were colorful plates used for serving?....................		
11.	Were safety precautions used?....................		

☐ ATTAINED

Score __________ ☐ NOT ATTAINED **EVALUATOR'S SIGNATURE** ____________________

DEPT.	PROG.	DUTY	TASK	ATTEMPT	
IN	9193	B	03		Page 1 of 1

PERFORMANCE TEST FOR TASK NO. B-03 CONT.

IN-9193-B-03

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
	Cleaning:		
12.	Was equipment cleaned?		
13.	Was cooking and serving area cleaned?		

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7700 State Road 544 N
Winter Haven, Florida 33880

IN-9193-B-04

COMMERCIAL FOODS AND CULINARY ARTS

A STUDENT LEARNING GUIDE

TASK: Prepare and Serve a Stew

DUTY: Preparing Meat, Poultry and Seafood

PURPOSE:

Meat dishes make up the larger part of restaurant menus served to the public.

Meat, of course is the edible part of domesticated animals.

For good tasting stews it is important to select quality meats.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	04	

REVISED :				

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: necessary ingredients and utensils,

YOU WILL: prepare and serve a stew.

HOW WELL: You must successfully complete the Written Test.

Your performance will be assessed by your instructor using the Performance Test on page 11.

NOTE:

IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare and serve a stew.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	04

ENABLING OBJECTIVE NO. 1

RVTC

Prepare and serve a stew.

LEARNING STEPS	RESOURCES
1. Read Resource No.1 to identify the method of preparing meat for stew.	1. Text: Exploring Professional Cooking, pages 212-214.
2. Read Resource No.2 to identify methods of preparing vegetables for stews.	2a. Text: Cooking for the Professional Chef, pages 180-185. b. Instruction Sheet enclosed, Preparing Vegetables for Stew
3. Have your instructor arrange a demonstration on preparing a stew.	3. Instructor
4. Practice preparing a stew by using the textbook, instruction sheet and a recipe as a guide.	4a. Ingredients and utensils b. Text: Exploring Professional Cooking, pages 40-44. c. Instruction Sheet enclosed, Preparing Vegetables for Stew d. Recipe
5. Check your progress by using the Self-Check.	5. Self-Check enclosed
6. When you feel you can successfully prepare a stew, take the Written Test. Have your instructor evaluate.	6a. Written Test. b. Instructor
7. When you can perform this task without assistance, take the Performance Test. Have your instructor evaluate.	7a. Performance Test b. Instructor

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	04	1

4

INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

PREPARING VEGETABLES FOR STEW

Vegetables used in stews are:

onions
corn
celery
beans
potatoes
okra
carrots
peas

Preparation:

1. Wash vegetables
2. Pare (peel)
3. Cut into bite size chunks
4. Place in sauce pot, cover with water and add one tablespoon salt and cook until tender. (Tenderness may be determined by piercing with a paring knife.)
5. Drain.

NOTE: Set aside. Vegetables are now ready to add to meat when ready.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	04	1

SELF-CHECK

RVTC

Directions

Evaluate your knowledge by answering the items below on a separate sheet of paper.

1. Define:
    a. stew
    b. goulash
    c. curry
2. How are stews prepared?
3. Dredging means:
4. In food service establishments how are the vegetables cooked?
5. The average American spends what percentage of his income for food?

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	04	1

SELF-CHECK

ANSWER KEY

1. Stew is an economic dish because it uses inexpensive, tough meat cuts.

   Goulash is the oldest form of stew.

   Curry is a name for a mixture of spices commonly used in the Far East.

2. Stews are prepared by moist heat in a small amount of liquid.

3. Dredging means coating or sprinkling with seasoned flour before browning.

4. In food service establishments the vegetables are cooked separately and added to the stew as it is served.

5. The average American spends 35% to 40% of his income for food.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	04	1

WRITTEN TEST FOR TASK NO. B-04

RVTC

TASK: Prepare and Serve a Stew

PAGE 1 OF 3

Directions

The purpose of this test is to determine if you fully understand how to prepare and serve a stew. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. Meat dishes make up the larger part of restaurant menus.
2. In selecting a cut of meat for a stew, one must consider taste.
3. The aging process is important in selecting stew meats.
4. The meat box and the preparation area for meats must be kept clean.
5. Meats require the best possible handling.
6. All stews are very good when cooked at high temperatures.
7. A round cut of meat is used for stew.
8. Meats are not graded or inspected.
9. Stew is not an easy preparation.
10. Lamb is not used for stews.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	04

cont.

WRITTEN TEST FOR TASK NO. B-04

RVTC

TASK: Prepare and Serve a Stew

PAGE 2 OF 3

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

1. When cooking meats you should:
   a. use high temperature.
   b. add lemon juice to the water.
   c. leave the pot that is for stew uncovered.
   d. simmer stew.
2. Stew meat gives the body a large amount of:
   a. protein.
   b. carbohydrates.
   c. calories.
   d. minerals.
3. Vegetables used for stew are:
   a. carrots.
   b. sweet potatoes.
   c. lettuce.
   d. endive.
4. Stewing is done by:
   a. baking.
   b. moist heat.
   c. cooking in a large amount of liquid.
   d. cooling with high temperature.
5. Stew meat takes:
   a. two to three hours to cook.
   b. four to six hours to cook.
   c. only a few minutes.
   d. one half hour.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	04

cont.

WRITTEN TEST FOR TASK NO. B-04

RVTC

TASK: Prepare and Serve a Stew

IN-9193-B-04

PAGE 3 **OF** 3

The items below are Matching. On the separate Answer Sheet, on the line to the left of each item, write in the letter of the item that best identifies each.

DO NOT MARK ON THIS TEST!

Matching questions

1. Stewing
2. Coating or sprinkling with seasoned salt
3. Cook very slow
4. Stew meat cuts
5. Used to cook stews

a. simmer

b. uniform in size

c. dutch oven

d. dredging

e. seasoned flour

f. moist heat

DEPT.	PROG.	DUTY	TASK
IN	9193	B	04

WRITTEN TEST FOR TASK NO. B-04

RVTC

TASK: Prepare and Serve a Stew

ANSWER KEY

PAGE 1 **OF** 1

Multiple Choice questions

d 1.
a 2.
a 3.
b 4.
a 5.
___ 6.
___ 7.
___ 8.
___ 9.
___ 10.
___ 11.
___ 12.
___ 13.
___ 14.
___ 15.
___ 16.
___ 17.
___ 18.
___ 19.
___ 20.
___ 21.
___ 22.
___ 23.
___ 24.
___ 25.

True-False questions

[✓ T] F 1.
[✓ T] F 2.
[✓ T] F 3.
[✓ T] F 4.
[✓ T] F 5.
T [✓ F] 6.
T [✓ F] 7.
T [✓ F] 8.
[✓ T] F 9.
T [✓ F] 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

f 1.
d 2.
a 3.
b 4.
c 5.
___ 6.
___ 7.
___ 8.
___ 9.
___ 10.
___ 11.
___ 12.
___ 13.
___ 14.
___ 15.
___ 16.
___ 17.
___ 18.
___ 19.
___ 20.
___ 21.
___ 22.
___ 23.
___ 24.
___ 25.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	04

PERFORMANCE TEST FOR TASK NO. B-04

RVTC

IN-9193-B-04

TASK: Prepare and Serve a Stew

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS TO STUDENT: Given utensils, ingredients and equipment, you will prepare and serve a stew. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected to cook product?		
4.	Were necessary ingredients selected to cook product?		
5.	Were vegetables properly washed?		
6.	Were vegetables correctly pared for the stew?		
7.	Were meat cuts properly prepared?		
	Cooking:		
8.	Was procedure given by the recipe followed?		
9.	Was meat simmered the required amount of time for good tenderness?		
10.	Were vegetables added at the proper time?		
	Garnishing:		
11.	Was stew served attractively with garnishes?		

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT	
IN	9193	B	04		Page 1 of 2

PERFORMANCE TEST FOR TASK NO. B-04

CONT.

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
	Cleaning:		
12.	Was area properly cleaned?..		

IN-[illegible]-B-04

PAGE 2 OF 2

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COMMERCIAL FOODS AND CULINARY ARTS

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

IN-9193-B-05

A STUDENT LEARNING GUIDE

TASK: Braise and Garnish Meats

DUTY: Preparing Meats, Poultry and Seafood

PURPOSE:

This task is basic to all braised portion cuts of meats. It is important that you understand about the cuts of meat used for braising and how to braise them. This Learning Guide will help you attain necessary information for braising.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	05	

REVISED				

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: recipe,

YOU WILL: braise and garnish meats.

HOW WELL: Your performance will be assessed by your instructor using the Performance Test on page 8.

NOTE:
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare for braising meats.
2. Braise and garnish meats.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	05

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for braising meats.

LEARNING STEPS

1. Read Resource No. 1 to identify portion cuts of meat used for braising.
2. Read Resource No. 2 to identify steps in braising meats.
3. When completed, evaluate your work using the Self-Check.
4. Go on to Enabling Objective No. 2.

RESOURCES

1. Text: Cooking for the Professional Chef; Unit 23, pages 176-179.
2. Instruction Sheet enclosed, Braising Meats
3. Self-Check enclosed.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9123	B	05	1

INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

Braising Meats

Braising is the cooking method to be used for less tender cuts of meat. Some tender cuts of pork and veal such as chops, steaks and cutlets are also braised. Braising is done in the following:

1. Add fat to a heavy utensil, unless the cut of meat already has a sufficient amount of natural fat. Brown the meat slowly on all sides. Browning helps develop flavor and eye appeal. A "slow brown" stays on meat better than a "quick brown" obtained at a high temperature.
2. Remove the meat from the utensil (pan) and pour off the grease. Deglaze the pan. To deglaze, pour off excess fat and then add a small amount of stock, water or wine to the pan (dry vermouth is excellent).
3. Season the meat.
4. Return the meat to the cooking utensil and add a small amount of liquid. Stock, wine, water, vegetable juices and clear soup are all suitable.
5. Cover tightly!
6. Cook at a low temperature until meat is tender. Meat may be simmered on top of the range or cooked covered in a 300°F to 325°F. oven. Vegetables may be added to the meat at any appropriate time during cooking, so they will be tender but not overcooked when meat is done. Additional liquid may be added during cooking if necessary.
7. Move the meat and vegetables to a platter and keep them warm while you make gravy or sauce. Use the drippings in the pan for gravy. Add onions, thickenings condiments and water and simmer.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	05	1

SELF-CHECK

RVTC

Directions

Evaluate your work by answering the items below on a separate sheet of paper.

1. To cook slowly in fat with little moisture is called ________.
2. Beef steaks from less tender cuts of meat are called ________ ________.
3. A special flavored swiss steak is a ________ ________.
4. Chops that are tough and taste fattier are called ________ ________ ________.

Evaluate your work by answering True or False to the items below on a separate sheet of paper.

1. Braising is done in a large amount of water.
2. To deglaze, one must pour off excess fat and add a small amount of liquid.
3. Fat is never added to the utensil when braising meats.
4. Never season the meat.
5. Cook at low temperatures until the meat is tender when braising.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	05	1

SELF-CHECK

Answer Key

1. braising
2. swiss steak
3. potted steak
4. savory pork chops
5. F
6. T
7. F
8. F
9. T
10.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	05	1

ENABLING OBJECTIVE NO. 2

RVTC

Braise and garnish meats.

LEARNING STEPS	RESOURCES
1. See instructor for particular cut of meat to be braised. Check recipe label file for a braised meat recipe.	1. a. Instructor b. Recipe
2. Braise meat.	2. a. Equipment b. Utensils c. Cut of meat
3. Garnish braised meat. See instructor for selected dish and garnishes.	3. a. Meat b. Instructor
4. When completed, have instructor check your garnished dish.	4. Instructor
5. When you think you can perform this task, take the Performance Test.	5. Performance Test for task B-05

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	05	2

PERFORMANCE TEST FOR TASK NO. B-05 RVTC

TASK: Braise and Garnish Meats

IN-9193-B-05

STUDENT'S NAME ______________________ DATE ____________

DIRECTIONS TO STUDENT: Given a recipe, you will braise and garnish a cut of meat specified by your instructor. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected for recipe?		
4.	Were necessary ingredients selected for recipe?		
	Cooking:		
5.	Did student use proper amount of fat (small amount of fat for braising)?		
6.	Did student brown the meat slowly on both sides?		
7.	Were safety precautions used?		
	Garnishing:		
8.	Were colorful plates served using garnishes?		
9.	Was simplicity used in garnishing meats?		
10.	Were garnishes stored in cooler?		

☐ ATTAINED

Score ________ ☐ NOT ATTAINED EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT	
IN	9193	B	05		Page 1 of 2

PERFORMANCE TEST FOR TASK NO. B-05 CONT.

IN-9193-B-05

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
	Cleaning:		
11.	Was equipment cleaned?................................		
12.	Was cooking and serving area cleaned?.................		

PAGE 2 OF 2

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COMMERCIAL FOODS AND
CULINARY ARTS

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

IN-9193-B-06

A STUDENT LEARNING GUIDE

TASK: Broil and Garnish Meats

DUTY: Preparing Meats, Poultry and Seafood

PURPOSE:

Broiling is a popular method of dry-heat cookery which is done by direct heat over hot coals, such as charcoal or briquets; or under flame or electric units. This task will help you understand the process of broiling meats.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	06	

REVISED:				

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: recipe,

YOU WILL: broil and garnish meats.

HOW WELL: Your performance will be assessed by your instructor using the Performance Test on page 12 .

NOTE:
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare for broiling meats.
2. Broil and garnish meats.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	06

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for broiling meats.

LEARNING STEPS

1. Read Resource No. 1 to identify the basic rules for broiling.
2. Check your knowledge by completing the Self-Check.
3. Go on to Enabling Objective No. 2.

RESOURCES

1. a. Text: Cooking for the Professional Chef; Unit 18, pages 129-135.
   b. Instruction Sheet enclosed, Broiling
2. Self-Check enclosed.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	06	1

INSTRUCTION SHEET

RVTC

PAGE 1 OF 5

Broiling

Pan broiling consists of searing slices or patties of tender meat in an ungreased skillet, and cooking at a reduced temperature until done. This is a good method for cooking small steaks and thick hamburgers. The meat cooks in a few minutes; it is easy to tell when it is done; and the pan juices may be utilized in a sauce to be served with the cooked meat.

Select for pan broiling tender 3/4- to 1-inch steak or steaks which will fit easily into a skillet. Or use a good grade of hamburger. Beef is best for pan broiling. Fresh pork chops, and veal steaks and cutlets, should not be broiled, but braised.

To prepare beef steaks for pan broiling, trim off excess fat. Then, to prevent them from curling as they cook, cut small incisions in any fat and gristle around the edges. Dry the steaks with paper towels, for they will not brown if they are moist.

To prepare hamburger for pan broiling, shape into loose cakes about 1 inch thick. Handle the ground beef gently and as little as possible. Do not flatten during cooking and thus squeeze out nutritious juices.

For the pan broiling, place a heavy skillet over high heat and let it get smoking hot. (No fat is added to the skillet in pan broiling, but you may, if you want, rub the skillet very lightly with fat before heating it.) Place the meat in the heated skillet and sear it

DEPT.	PROG.	DUTY	TASK	EN OBJ.
IN	9193	B	06	1

con't.

quickly on both sides. Reduce the heat and cook slowly. Turn the meat from time to time to insure even cooking and browning. Pour off fat as it accumulates so the meat will not fry. (Do not add fat or water; and do not cover.)

Cook the meat until it is done to your taste-rare, medium, or well done. Test for doneness by making a small cut so that you can see the color of the interior.

Season the pan-broiled meat and place it on a hot platter. Then, to make use of the nutrients left in the skillet, pour into it one-half cup of hot liquid-meat stock or water-and place over a high heat. As the liquid comes to a boil, loosen and stir in the coagulated meat juices. Pour this sauce over the meat and serve.

Oven Broiling

Oven broiling is the cooking of food close to the radiant glow of direct heat. The best meat for broiling is beef. Next best is lamb. Veal should not usually be broiled, for it dries out unless basted and cooked slowly. Never broil fresh pork.

Good broiled meats are tender and juicy, not charred and dried out. Successful broiling depends upon the proper selection of the meat, an understanding of your broiling equipment, and careful attention to the cooking process.

The meat selected must be suitable for this kind of cookery-it must be tender. For the tenderest beef steaks and lamb chops, choose U.S. Prime or Choice grades. Beef steaks for broiling are usually from the loin-porterhouse, sirloin, or T-bone. Satisfactory, too, is rump steak from well-aged Prime or Choice carcasses. Choose loin or rib lamb chops for broiling. Shoulder lamb chops may be broiled, but they tend to dry out.

Many less-tender cuts of meat can be broiled if they are first tenderized. Flank and round steak may be sprinkled with a meat tenderizer. Less-tender lamb and beef may be ground and broiled as lamb patties and hamburgers.

Meat to be broiled should not only be tender but the right thickness. Steak should be at least 1 inch thick, and preferably 1½ to 2 inches. (An exception is flank steak, which is thin, and is placed close to the heat and cooked very rapidly.) Chops and patties should be 1 inch thick. If less than 1 inch thick, they should be pan-broiled.

Equipment

To broil meat successfully, it is necessary that you become familiar with your broiling equipment. Read the directions given with your range. If you are broiling with gas, the directions may say that the door should be closed during the cooking. In electric ranges, the door is usually left slightly ajar. Your range broiler may or may not have a heat indicator that permits you to vary the broiling temperature. You can vary the temperature of a gas broiler, however, by adjusting the flame. In both electirc and gas ranges, you can increase or lower the heat by the placement of the oven rack.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	06	1

con't.

For broiling most meats, the rack is placed so that there is a space of at least three inches between the source of the heat and the food. To reduce the broiling heat, increase the space by lowering the rack.

Procedure

With meat selected for broiling and an understanding of your broiler, you are ready to practice the skill of broiling. To protect your hands from burns when turning the meat, wear a long padded glove and use a long-handled tool. To avoid expensive failures while learning, begin with tenderized meats such as ground beef or lamb.

The procedure for oven broiling is as follows:

1. Remove the meat from the refrigerator to bring to room temperature. The time needed may range from one hour to two or more, depending on the coldness and the thickness of the meat. The best way to know the internal temperature is by inserting a thermometer that registers from 0°F.
2. Trim excess fat from the meat to lessen the spattering of grease. Then slash the remaining fat at 1- to 2-inch intervals to prevent curling.
3. Wipe the meat so that it will be thoroughly dry.
4. Remove the broiling pan and rack, and then preheat the oven.
5. Line the broiling pan with aluminum foil, to save washing the pan, and grease the rack lightly so the meat will not stick to it.
6. Place the meat on the rack and set it in the oven, three to six inches from the heat, depending on the type of meat being cooked.
7. Cook for about half of the required time on one side. Then turn, and cook the other side until cooked to the degree of doneness you desire. To test for doneness, cut a small slit in the meat to note the color inside.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	06	1

con't.

INSTRUCTION SHEET

RVTC

PAGE 5 OF 5

8. Transfer to a hot platter, season with salt and pepper, and serve at once.

9. If desired, serve the meat with additional seasoners. Steak seasoners include bottled sauces, sliced mushrooms sauteed in butter, and sliced onions sauteed in butter. Hamburger seasoners include pickle relishes and tomato sauces. Mint jelly and mint sauce often accompany lamb chops and patties.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	06	1

SELF-CHECK

Directions

Evaluate your work by answering the items below on a separate sheet of paper.

1. ____________ heat cooking method is used for broiling.
2. Broilers that are considered faster and cleaner are ____________ and ________________.
3. Raw meats for broiling should be _____________ and _____________. before broiling.
4. Broilers must be kept ________________ at all times.
5. To clean a broiler one must use a ___________ __________ brush.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	06	1

SELF-CHECK

Answer Key

1. Dry
2. electric, gas
3. salted, oiled
4. clean
5. wire steel

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	06	1

ENABLING OBJECTIVE NO. 2

RVTC

Broil and garnish meats.

LEARNING STEPS	RESOURCES
1. See instructor for particular cut of meat to be broiled. Check recipe label file for a broiled meat recipe.	1. a. Instructor b. Recipe
2. Broil meat.	2. a. Equipment b. Utensils c. Meat
3. Garnish broiled meat. See instructor for selected dish and garnishes.	3. a. Meat b. Instructor
4. When completed, have instructor check your garnished dish.	4. Instructor
5. When you think you can perform this task, take the Performance Test.	5. Performance Test for task B-06.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	06	1

PERFORMANCE TEST FOR TASK NO. B-06

RVTC

TASK: Broil and Garnish Meats

IN-9193-B-06

STUDENT'S NAME ____________________ DATE ____________

DIRECTIONS TO STUDENT: Given recipe, you will broil and garnish a meat selected by your instructor. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected for recipe?		
4.	Was broiler preheated?		
5.	Were meats salted and seasoned?		
	Cooking:		
6.	Did students follow the directions of the recipe exactly?		
7.	Was student aware of and use portion control in broiling meat?		
	Garnishing:		
8.	Were colorful plates served using garnishes?		
9.	Was simplicity used in garnishing meat?		
10.	Were garnishes stored in cooler?		

☐ ATTAINED

Score ________ ☐ NOT ATT[illegible]D EVALUATOR'S SIGNATURE ____________

DEPT.	PROG.	DUTY	TASK	ATTEMPT
IN	9193	B	06	

Page 1 of 2

PERFORMANCE TEST FOR TASK NO. B-06 CONT.

IN-9193-B-06

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
	Cleaning:		
11.	Were safety precautions used?		
12.	Was equipment cleaned?		
13.	Was broiler, cooking and serving area cleaned?		

PAGE 2 OF 2

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RIDGE
VO-TECH CENTER
7700 State Road 544 N
Winter Haven, Florida 33880

COMMERCIAL FOODS AND CULINARY ARTS

A STUDENT LEARNING GUIDE

TASK: Grill and Garnish Meats

DUTY: Preparing Meats, Poultry and Seafood

PURPOSE:

Grilling usually designates cooking on a solid grill where the product is not directly exposed to open heat. This task will help you understand ways to grill meats.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	07	

REVISED:

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: recipe,

YOU WILL: grill and garnish meats.

HOW WELL: Your performance will be assessed by your instructor using the Performance Test on page 8.

NOTE:
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare for grilling meat.
2. Grill and garnish meat.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	07

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for grilling meat.

LEARNING STEPS

1. Read Resource No. 1 to identify grilled meats and the steps in grilling these meats.
2. Check your knowledge by completing the Self-Check.
3. Go on to Enabling Objective No. 2.

RESOURCES

1. a. Text: Exploring Professional Cooking; Chapter 9, pages 264-266.
   b. Instruction Sheet enclosed, Grilled Meats
2. Self-Check enclosed.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	07	1

INSTRUCTION SHEET **RVTC**

PAGE 1 OF 1

Grilled Meats

As a general rule the more tender cuts of meats are cooked over charcoal fires, gas fires or electrical grills. These meats are cut thinner and are usually cooked to order as the customer waits in the dining room. Steaks, chops, tenderloin and some specialty cuts are most often grilled. These include ham steak, club steak, lamb chops, sirloin steak, pork tenderloin and chateaubriand. Chicken, seafood and other food combinations are also cooked this way.

The grill must be kept clean at all times. It is necessary to clean the equipment during service as well as at closing time. The drip trays and grease drawers should be cleaned at the close of service to prevent a fire hazard as well as for sanitary reasons.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	07	1

SELF-CHECK

Directions

Evaluate your work by answering the items below on a separate sheet of paper.

1. The ____________ is always pre-heated before use.
2. The grill bars must be hot enough to __________ the meat immediately.
3. Service plates or platters must always be ___________.
4. Fats and liquids should _____________ on glowing coals or steel.
5. Do not ______________ meat to griddle with spatula.
6. Do not ______________ grilled meats, especially hamburgers.
7. A flexible ____________ or turner is needed to turn meat.
8. Many cooks like to keep an oil can with _____________ oil near the griddle.
9. A minute steak should have a thickness of _________ inch/inches.
10. Pre-heat the grill to _____________ before grilling.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	07	1

SELF-CHECK

RVTC

Answer Key

1. grill
2. sear
3. warm
4. drip
5. press
6. overcook
7. spatula
8. vegetable
9. ½
10. 325°F. - 375°F.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	07	1

ENABLING OBJECTIVE NO. 2

RVTC

Grill and garnish meat.

LEARNING STEPS	RESOURCES
1. View Resource No. 1 to see an actual demonstration of grilling meats.	1. Video tape
2. See instructor for particular meat to be grilled. Check recipe label file for a grilled meat recipe.	2. a. Instructor b. Recipe
3. Grill meat.	3. a. Equipment b. Utensils c. Meat
4. Garnish grilled meat. See instructor for selected dish and garnishes.	4. a. Meat b. Instructor
5. When completed, have instructor check your garnished dish.	5. Instructor
6. When you think you can perform this task, take the Performance Test.	6. Performance Test for task B-07.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	07	2

PERFORMANCE TEST FOR TASK NO. B-07

RVTC

IN-9193-B-07

TASK: Grill and Garnish Meats

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS TO STUDENT: Given recipe, you will grill and garnish a meat selected by your instructor. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected for recipe?		
4.	Were necessary ingredients selected for recipe?		
	Grilling:		
5.	Was grill pre-heated to 325°F. - 375°F. (164°C. - 178°C.)?		
6.	Was necessary amount of fat used for grill?		
7.	Were safety precautions used?		
	Garnishing:		
8.	Were colorful plates served using garnishes?		
9.	Was simplicity used in garnishing meats?		
10.	Were garnishes stored in cooler?		

☐ ATTAINED

Score __________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT
IN	9193	B	07	

Page 1 of 2

PERFORMANCE TEST FOR TASK NO. B-07 CONT.

IN-9193-B-07

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
	Cleaning:		
11.	Was equipment cleaned?............		
12.	Was cooking and serving area cleaned?............		

PAGE 2 OF 2

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IN-9193-B-08

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

COMMERCIAL FOODS AND CULINARY ARTS

A STUDENT LEARNING GUIDE

TASK: Cook and Serve Poultry

DUTY: Preparing Meats, Poultry and Seafood

PURPOSE:

Poultry is the term applied to domestic birds raised for breeding, production of eggs and the all around production of fowl. This includes chicken, duck, goose, turkey, pigeon and guinea. Poultry is most frequently used because of flavor and cost.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	B	08	

REVISED:				

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: recipe,

YOU WILL: cook and garnish poultry.

HOW WELL: You must successfully complete the Written Test.

Your performance will be assessed by your instructor using the Performance Test on page 16.

NOTE:
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Prepare for cooking and garnishing poultry.
2. Cook and garnish poultry.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	08

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for cooking and garnishing poultry.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify different types of poultry.	1. Text: Exploring Professional Cooking; Chapter 10, pages 214-218.
2. Read Resource No. 2a and view Resource No. 2b to identify various ways of preparing poultry.	2. a. Text: Exploring Professional Cooking; Chapter 10, pages 218-220. b. Filmstrip: Preparing Poultry
3. Read Resource No. 3 for an overall summary of poultry.	3. Instruction Sheet enclosed, Poultry
4. Read Resource No. 4 to identify steps in cutting up a turkey.	4. Text: Cooking for the Professional Chef; Unit 17, pages 121-122.
5. Read Resource No. 5 to identify steps in cutting up a chicken.	5. Instruction Sheet enclosed, Cutting Up a Whole Chicken
6. When completed, evaluate your work using the Self-Check.	6. Self-Check enclosed.
7. When you think you have the knowledge to perform this task, take the Written Test.	7. Written Test for task B-0 .
8. Go on to Enabling Objective No. 2.	

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	08	1

INSTRUCTION SHEET

RVTC

PAGE 1 OF 4

Poultry

Common types of poultry

a. chicken
b. duck
c. goose
d. turkey

Purchasable forms of poultry

a. whole
b. parts
   examples: quarters, halves or eighths
c. boneless
   examples: breast
d. roll
e. stuffed
   examples: breast, leg
f. convenience
   examples: chicken chow mein, turkey a la king

Service of poultry

a. main dish

   NOTE: A main dish is either a single entree or a casserole.

b. salad

   NOTE: A salad can be served either hot or cold.

c. soup

d. sandwich

   NOTE: A sandwich can be served either hot or cold.

Common classes of chicken

NOTE: The class of chicken often indicates the preferred method of cookery.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	08	1

con't.

a. broiler

b. fryer

c. roaster

d. stewer

Common practices for storing poultry

a. fresh

1. requires strict attention because it perishes quickly
2. refrigerate quickly after receiving
   a. use ice
   b. store in coldest part of cooler
3. Keep no longer than one to two days

b. frozen
NOTE: Poultry should be kept frozen if possible before using.

1. perishes quickly during thawing process
2. keep frozen one to two days before service
3. thaw in refrigerator

Factors affecting methods of poultry cookery

a. age of bird

1. cook older birds with moist heat
2. cook younger birds with dry heat

b. size of bird

1. cook larger birds with dry heat
2. cook smaller birds with moist heat

NOTE: Younger and larger birds have a high degree of fat; therefore; they should be cooked with dry heat.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	08	1

con't.

INSTRUCTION SHEET

RVTC

PAGE 3 OF 4

Methods of dry and moist cookery for poultry

NOTE: All the methods are acceptable for chicken. However, roasting is the most acceptable method of cookery for a turkey.

a. dry
   1. roast
   2. broil
   3. barbeque
   4. pan fry
   5. deep fat fry

b. moist
   1. stew
   2. braise
   3. broast

Cleaning poultry

a. pull out feathers not originally removed

b. wash with cold running water

c. drain

d. refrigerate until ready for use

Recommended temperatures for poultry cookery

a. baking -- 350°

b. frying -- 325°

c. roasting -- 325°

NOTE: Larger birds should be cooked at a lower temperature and for a longer period of time to retain moisture and prevent shrinkage. However, the time varies from bird to bird. Two birds weighing the same will take different amounts of time to prepare. Follow the suggested temperature on the recipe.

Tests for doneness

a. turkey -- internal temperature
   NOTE: When cooking whole birds, the thermometer is placed in the thigh.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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con't.

INSTRUCTION SHEET

RVTC

1. flesh -- 185°
2. breast or thigh -- 175°
3. stuffing -- 165°

b. chicken -- time-temperature control

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	0 8	1

INSTRUCTION SHEET RVTC

PAGE 1 OF 1

Cutting Up a Whole Chicken

1. Equipment
    a. poultry shears
    b. strong sharp knife
    c. small hacksaw
    d. cutting board
2. Ingredients -- Whole chicken
3. Procedure

    NOTE: There are many ways to cut up a chicken. The following is one variation.

    a. Wash chicken thoroughly

    b. Split chicken in half
        1. cut through flesh over backbone
        2. cut through flesh over breastbone
        3. cut through flesh between backbone and breastbone

    c. Cut lengthwise through breastbone and backbone

    d. Break backbone

    e. Snap cartilage

    f. Cut through flesh at joints

        1. thigh and leg

        2. wing

    g. Wiggle joint to get knife between bones

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	08	1

SELF-CHECK

RVTC

Directions

Evaluate your work by answering the items below on a separate sheet of paper.

1. Poultry is usually classified and selected according to the ______________ ______________ ______________.

2. Chickens are classified as:

   a.
   b.
   c.
   d.
   e.

3. List the common types of poultry.

   a.
   b.
   c.
   d.

4. Poultry is an excellent source of ______________________.

5. Poultry may be prepared by using various methods. These are:

   a.
   b.
   c.
   d.
   e.
   f.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	08	2

SELF-CHECK

RVTC

Answer Key

1. method of cooking
2. a. broilers
   b. fryers
   c. roasters
   d. capons
   e. stewing hens
3. a. chicken
   b. duck
   c. goose
   d. turkey
4. protein
5. a. baked or roasted
   b. fried
   c. broiled
   d. stewed
   e. braised
   f. casseroles

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	B	08	2

WRITTEN TEST FOR TASK NO. B-08

RVTC

IN-9193-B-08

TASK: Cook and Serve Poultry

PAGE 1 OF 3

Directions

The purpose of this test is to determine if you fully understand how to cook and serve poultry. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. Food service operators can use supplies such as chicken, turkey, etc. which are precooked or frozen.
2. Chefs have special ways of boning poultry before it is cooked.
3. Meat inspection before and after slaughter for wholesomeness is mandatory.
4. The checking in of poultry is the responsibility of the chef.
5. Portion control does not benefit the customer or operator.
6. Portion control does not assure that the same value is given to each customer.
7. The waiter or waitress establishes portion sizes for the customer.
8. The freezing of poultry need not be considered as a convenience to the producer.
9. In poultry, the harder the breastbone is, the older the bird.
10. A roasting chicken will average in weight from 3-5 pounds.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	08

cont.

WRITTEN TEST FOR TASK NO. B-08

RVTC

TASK: Cook and Serve Poultry

PAGE 2 OF 3

The items below are Multiple Choice. On the separate Answer Sheet, put letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

1. Although a chef must have butcher skills to a certain degree, he need not be able to:
    a. cut up a whole beef round.
    b. bone a chicken.
    c. skin a calf.
    d. make veal meatballs.

2. To select quality poultry in the past the chef had to depend on his experience for freshness from:
    a. Fair Trade Laws.
    b. The Federal Health Department.
    c. The U.S. Department of Agriculture.
    d. The Department of Health and Welfare.

3. Poultry ordering is the chef's responsibility but does not include:
    a. placing orders in time for delivery.
    b. specifying quality standards.
    c. estimating his need.
    d. selecting poultry at the market.

4. Portion control is an important tool to a profitable operation and means:
    a. reducing the size of poultry.
    b. adjusting selling price of cooked food to purchase price of raw food.
    c. keeping each portion of food constant to size.
    d. watching that all customers are getting served before food runs out.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	08

cont.

WRITTEN TEST FOR TASK NO. B-08

RVTC

TASK: Cook and Serve Poultry

IN-9193-B-08

PAGE 3 OF 3

5. The grading of whole chickens to size has become so exact that fluctuations are not more than:

   a. one ounce per chicken.
   b. two ounces per chicken.
   c. three ouncess per chicken.
   d. four ounces per chicken.

The items below are Matching. On the separate Answer Sheet, on the line to the left of each item, write in the letter of the item that best identifies each.

DO NOT MARK ON THIS TEST!

Matching questions

1. The harder the breastbone.
2. Weighs 2-3½ pounds.
3. The drumsticks of a chicken.
4. Unsexed by chemical means.
5. Turkey has these two.

a. older bird
b. capon
c. hens
d. broiler chicken
e. white meat and dark meat
f. flavor

DEPT.	PROG.	DUTY	TASK
IN	9193	B	08

WRITTEN TEST FOR TASK NO. B-08

RVTC

TASK: Cook and Serve Poultry

ANSWER KEY

PAGE 1 OF 1

Multiple Choice questions

c 1.
c 2.
d 3.
c 4.
b 5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

True-False questions

[✓ T] F 1.
[✓ T] F 2.
[✓ T] F 3.
[✓ T] F 4.
T [✓ F] 5.
T [✓ F] 6.
T [✓ F] 7.
T [✓ F] 8.
[✓ T] F 9.
[✓ T] F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

a 1.
e 2.
f 3.
b 4.
g 5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

DEPT.	PROG.	DUTY	TASK
IN	9193	B	08

ENABLING OBJECTIVE NO. 2

RVTC

Cook and garnish poultry.

LEARNING STEPS	RESOURCES
1. See instructor for particular poultry to be cooked. Check recipe label file for assigned poultry recipe.	1. a. Instructor b. Recipe
2. Cook Poultry.	2. a. Equipment b. Utensils c. Poultry
3. Garnish poultry. See instructor for selected dish and garnishes.	3. a. Poultry b. Instructor c. Garnishes
4. When completed, have instructor check your garnished dish.	4. Instructor
5. When you think you can perform this task, take the Performance Test.	5. Performance Test for task B-09.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	B	08	2

PERFORMANCE TEST FOR TASK NO. B-08

RVTC

IN-9193-B-08

TASK: Cook and Serve Poultry

STUDENT'S NAME ____________________ DATE ____________

DIRECTIONS TO STUDENT: Given recipe, you will cook, garnish and serve a chicken. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Was necessary equipment and utensils assembled to cook product?		
4.	Was poultry cleaned, trimmed, etc.?		
5.	Was poultry prepared by procedural steps outlined for cooking method?		
	Cooking:		
6.	Was the specified amount of time taken to cook this particular poultry?		
	Garnishing:		
7.	Were garnishes placed attractively on or around poultry?		
	Cleaning:		
8.	Was cooking area cleaned?		

Score ________ ☐ ATTAINED ☐ NOT ATTAINED

____
EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT
IN	9193	B	08	

Page 1 of 1

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COMMERCIAL FOODS AND CULINARY ARTS

RIDGE

VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

A STUDENT LEARNING GUIDE

IN-9193-D-07

TASK:	Prepare Variations of Sandwiches
DUTY:	Preparing Salads and Sandwiches

PURPOSE:

Sandwiches are a universal favorite and are served in nearly all food service establishments. Your sandwiches can be favorites too! You will need to understand how to set up your sandwich preparation, how to keep your ingredients fresh and how to give your sandwiches eye appeal.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	D	07	

REVISED				

RVTC

This student learning guide is used in the Commercial Foods and Culinary Arts Program at Ridge Vocational-Technical Center. The guide was prepared by Dorothy D. Perry, Program Instructor, and the Demonstration Site Staff.

For further information about the project at Ridge -- A Demonstration Site for Competency-Based Vocational Education, contact:

Bill Hampton, Director
Ridge Vocational-Technical Center
7700 State Road 544 N.
Winter Haven, Florida 33880

Phone: (813) 422-6402

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: recipes,

YOU WILL: make and garnish sandwiches.

HOW WELL: You must score 100% on the Performance Test.

ENABLING OBJECTIVES:

1. Prepare for making sandwiches.
2. Make and garnish sandwiches.

DEPT.	PROG.	DUTY	TASK
IN	9193	D	07

ENABLING OBJECTIVE NO. 1

RVTC

Prepare for making sandwiches.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 for a full description of sandwiches.	1. Text: Exploring Professional Cooking; Chapter 9, pages 187-197.
2. Read Resource No. 2 to identify steps for sandwich making.	2. Instruction Sheet enclosed, Tips for Making Sandwiches
3. When completed, check your knowledge using the Self-Check.	3. Self-Check enclosed
4. Go on to Enabling Objective No. 2.	

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	D	07	1

INSTRUCTION SHEET **RVTC**

PAGE 1 OF 1

Tips for Making Sandwiches

1. Be sure the sandwich is appropriate for the occasion.
2. Use a variety of breads (bread taken from the freezer may be easily spread with hard butter).
3. Have all fillings and garnishes prepared before starting to make sandwiches.
4. Line up bread slices in pairs for speed in preparation.
5. Spread butter to edge of bread to prevent fillings from soaking into the bread.
6. For variety, butter may be flavored with lemon, honey, chives, cheese or mustard.
7. Cut sandwiches in half or smaller for ease in eating.
8. For the lunch box or freezer, wrap sandwiches individually.
9. To keep unwrapped sandwiches moist until serving, cover with wax paper, foil or other moisture proof material and refrigerate.
10. Serve toasted, grilled or hot sandwiches immediately after cooking.
11. Lettuce should be dry and crisp.
12. Garnishes add flavor, contrast and color.
13. Many types of sandwiches may be frozen for future use. Remember to label before storing!

*Note: If a sandwich is to make the entire meal, a protein food should be used! If several sandwiches are served, a sweet sandwich such as jelly may be used with the main dish!

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	D	07	1

SELF-CHECK

RVTC

Directions

Check your knowledge by answering the items below.

1. Fillings should be ____________ until ready for use.
2. Lettuce should be kept covered with a ____________ cloth to insure crispness.
3. Sandwich bread is always spread with hard ____________.
4. Always prepare sandwiches on a ____________ ____________.
5. A ____________ knife is used for trimming or cutting bread.
6. A careful sandwich maker will be sure that bread is completely covered from ____________ to ____________.
7. The ____________ are the ingredients placed between the slices of bread.
8. The term "____________" refers to such ingredients as sliced meats, poultry or cheese.
9. Salad sandwiches which are ____________ are popular for lunch.
10. Dry or moist sandwiches may be served either ____________ or ____________.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	D	07	1

SELF-CHECK

RVTC

Answer Key

1. refrigerated
2. damp
3. butter
4. cutting board
5. french
6. crust, crust
7. fillings
8. dry
9. moist
10. hot or cold

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	D	07	1

ENABLING OBJECTIVE NO. 2

RVTC

Make and garnish sandwiches.

LEARNING STEPS	RESOURCES
1. Prepare sandwich fillings. Check recipe label file for a sandwich filling recipe.	1. Recipes
2. Store sandwich fillings. See instructor for selected storage.	2. a. Sandwich fillings b. Instructor
3. Prepare eight different types of sandwiches. Check recipe label file for sandwich recipes.	3. Recipes
4. View Resource No. 4 for assistance in arranging and garnishing your sandwiches. See instructor for selected dish and garnishes.	4. a. Instruction Sheet enclosed, Sandwich Arrangements b. Prepared sandwiches c. Instructor
5. When completed, have instructor check your garnished sandwiches	5. Instructor
6. When you think you can perform this task, take the Performance Test.	6. Performance Test for task D-07.

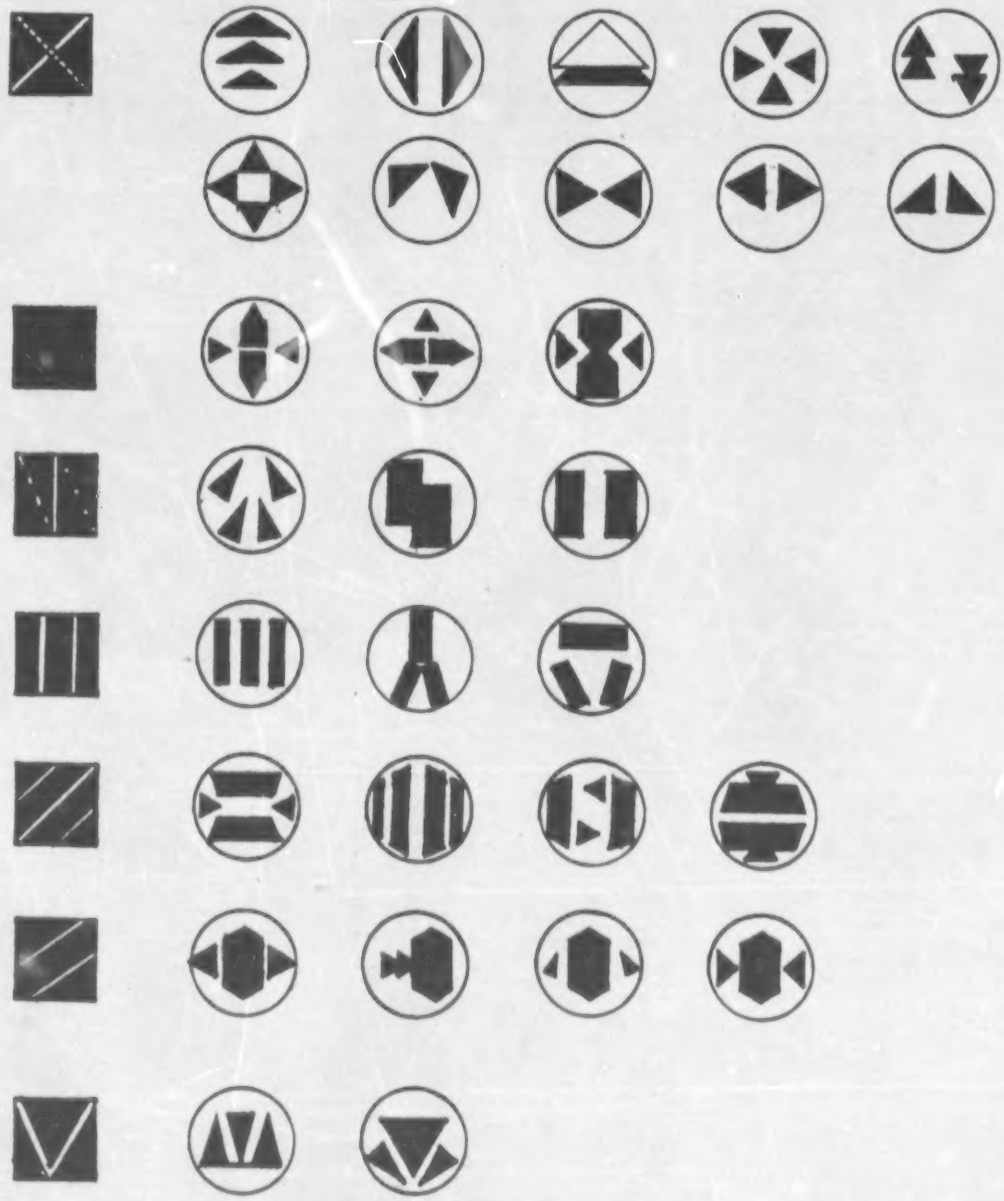
DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	D	07	2

INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

Sandwich Arrangements



DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	D	07	2

PERFORMANCE TEST FOR TASK NO. D-07

RVTC

IN-9193-D-07

TASK: Prepare Variations of Sandwiches

STUDENT'S NAME ______________________ **DATE** ______________

DIRECTIONS TO STUDENT: Given recipes selected by your instructor, you will make and garnish two types of sandwiches. Based upon items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response.	YES	NO
	Preparation for Work:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected for recipes?		
4.	Were required fillings for particular sandwiches selected and made?		
	Preparing Sandwiches:		
5.	Did student cover bread with fillings from crust to crust?		
6.	Did student butter bread before spreading filling?		
7.	Were safety precautions used?		
	Garnishing and Arranging Sandwiches:		
8.	Were colorful plates served using garnishes?		
9.	Were sandwiches arranged different ways?		
	Storage:		
10.	Were cold sandwiches stored in refrigerator?		

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT	
IN	9193	D	07		Page 1 of 2

RIDGE VO-TECH CENTER 1980

PERFORMANCE TEST FOR TASK NO. D-07 CONT.

IN-9193-D-07

ITEM NO.	ITEMS TO BE EVALUATED (CONT.):	YES	NO
11.	Were hot sandwiches stored in oven?		
	Cleaning:		
12.	Was equipment cleaned?		
13.	Was cooking and serving area cleaned?		

PAGE 2 OF 2

BIBLIOGRAPHY

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IN-9193-E-05

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COMMERCIAL COOKING AND
CULINARY ARTS

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

A STUDENT LEARNING GUIDE

TASK: Prepare, Frost and Serve Cakes

DUTY: Preparing Bakery Items

PURPOSE:

On special occasions of every kind, the cake is the center of attraction. Bakers know that the secret to good cake making lies in having a tried and proven recipe. This Learning Guide will help you attain information needed for cake baking.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	E	05	

REVISED :

STUDENT PERFORMANCE OBJECTIVES: RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: a recipe,

YOU WILL: bake and frost a cake using a given mixing method.

HOW WELL: Your performance will be assessed by your instructor using the Performance Test on page 21 .

NOTE:
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Identify various factors of cake baking.
2. Bake a cake using the creaming method.
3. Bake an angel food cake using the sponge method.
4. Bake a chocolate cake using the two-stage method.

DEPT.	PROG.	DUTY	TASK
IN	9193	E	05

ENABLING OBJECTIVE NO. 1

RVTC

Identify various factors of cake baking.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify cake ingredients.	1. Text: Food Preparation for Hotels, Restaurants and Cafeterias; Chapter 26, pages 595-596.
2. Read and view Resource No. 2 to recognize all aspects of high altitude baking.	2. Instruction Sheet enclosed, High Altitude Cake Baking
3. Read Resource No. 3 to interpret how to relate cake ingredients to high altitude factors.	3. Instruction Sheet enclosed, Cake Ingredients Related to Altitude Factors
4. Read and view Resource No. 4 to specify the measurements of different ingredients in cakes.	4. a. Text: Food Preparation for Hotels, Restaurants and Cafeterias; Chapter 26, pages 594-595. b. Instruction Sheet enclosed, Measurements
5. Read Resource No. 5 to specify weights of different size cakes.	5. Instruction Sheet enclosed, Scaling Weights per Cake
6. When completed, check your knowledge using the Self-Check.	6. Self-Check enclosed.
7. Go on to Enabling Objective No. 2.	

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High Altitude Cake Baking

Almost all formulas released for general distribution to the baking industry are developed in cities at low altitude. The various ingredients in the formulas are balanced with each other so that they produce the desired results at or near sea level. It is recognized, however, that at high altitudes (because of lessened atmospheric pressure) the same formulas must be adjusted to perform satisfactorily.

Those who have baked at higher altitudes have usually followed adjustments worked out through experience on the basis of the older, lower sugar formulas. Generally, these changes for batter cakes consist of reducing the baking powder and sugar, and increasing the liquid as the altitude increases. Such an adjustment protected the physical character of the cakes, but necessarily lowered their eating quality and flavor. As mentioned before, cakes are sweet desserts, and anything that markedly lowers their sweetness detracts from their general appeal and acceptability.

General Mills has carried out extensive work on cake baking at higher altitudes. The results of these tests indicate that with the emulsifier type of shortening and softer cake batters, it is not necessary at higher altitudes to reduce the sugar percentage from sea level amounts if the sugar percentage ranges from approximately 120-130%, based on flour. This is particularly true in cakes made by the two-stage method, where by standardized shop manipulation, it is possible to control to a large degree the amount of air incorporated in the batter.

It is to be expected that some experimental baking will have to be done to adapt a sea level formula to the particular elevation of any individual shop and to meet the local conditions that may

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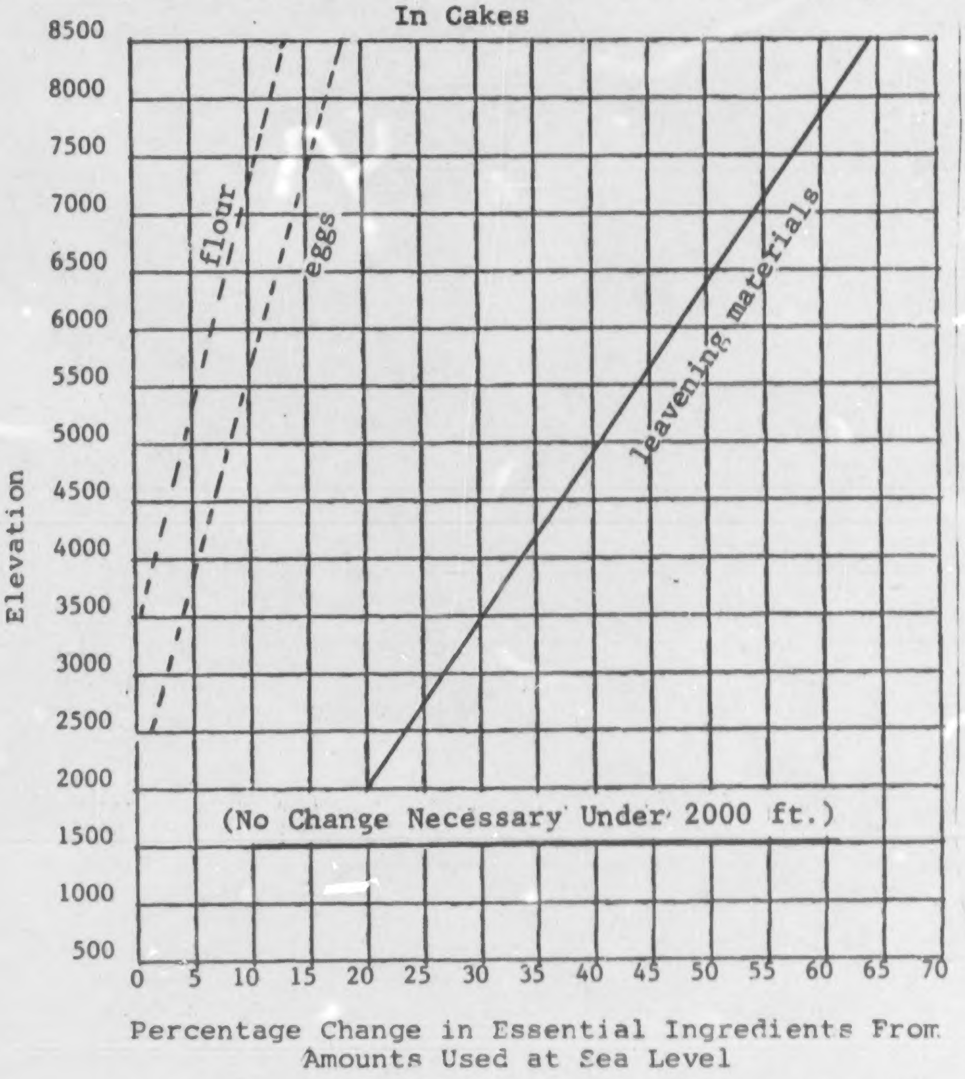
cont.

prevail. The chart on "The Relationship of Altitude to the Amount of Essential Ingredients Used in Cakes" is offered as a guide toward minimizing this unavoidable experimentation.

Relationship of Altitude to the Amount of Essential Ingredients Used In Cakes



Because of the lowering of atmospheric pressure as altitude

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cont.

INSTRUCTION SHEET

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increases and the tremendous effect it has on cake baking, we find three ingredients which require adjustment to compensate for this condition. Those are leavening materials, eggs and flour.

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INSTRUCTION SHEET **RVTC**

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Cake Ingredients Related to Altitude Factors

Leavening Materials

Reduce baking powder, soda, cream of tartar or other agents having leavening action in the cakes, beginning at 2000 feet elevation (making a 15% reduction at this elevation), and increase the reduction as the altitude increases, until at 8000 feet elevation the reduction amounts to 60% of the quantity used at sea level. For example, if a cake formula developed at sea level calls for 5 oz. of baking powder, at 8000 feet elevation only 2 oz. should be used.

If a dark cake formula at sea level calls for soda, buttermilk, and/or baking powder, the correction of the leavening agents can best be controlled and adjusted by changing to sweet milk and baking powder only. This eliminates the compensations involved in considering more than one gas-producing leavening ingredient.

It is also suggested that the creaming of the shortening and sugar be standardized both as to machine speed and time so that the volume of air incorporated into the batter will be as uniform as possible. In this manner the volume of the cakes can be controlled and their rapid drying or crumbling can be materially lessened.

Eggs

Beginning at 2500 feet elevation, add 2½% more whole eggs or egg whites. Gradually increase the egg content as the elevation increases, until at 7500 feet 15% more is used. For example, if a formula developed at sea level specified 2 lb. 8 oz. whole eggs (40 oz.), at 2500 feet elevation use 1 oz. more, or 2 lb. 9 oz. At 7500 feet elevation use a total of 2 lb. 14 oz. By increasing the eggs, more liquid is added to the mix and at the same time greater stability is provided, due to the strengthening action of the egg protein.

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cont.

Flour

Beginning at 3500 feet elevation, increase the flour 2½% and gradually add more as the elevation increases until at 8000 feet elevation 10% more flour is used. For example, if a formula developed at sea level specifies 5 lbs. of Softa-silk cake flour (80 oz.), use 2 oz. more at 3500 feet elevation, making the total 5 lb. 2 oz. This amount should be increased as the elevation increases until at 8000 feet elevation 5 lb. 8 oz. are used.

As mentioned previously, these corrections or adjustments apply particularly to formulas in which the sugar ranges from 120-130%, based on flour. In addition, the following recommendations are made for cake baking at altitudes of 4500 feet or over:

1. Grease and dust the cake tins somewhat more thoroughly and heavily, as cakes have a tendency to stick to the sides and bottom of the pans.
2. Beginning at 3500 feet elevation increase the oven temperature approximately 25°F. Keep the baking time the same as for sea level. Precautions should be taken to prevent overbaking because at higher altitudes evaporation takes place much more rapidly and this will contribute to excess dryness in the baked cake.
3. In formulas specifying either whole eggs, egg whites, or egg yolks, make the altitude adjustments as shown on the chart by adding either whole eggs or egg whites. This is recommended to get the benefit of both the egg substance and the extra liquid, which of course is greater in either whole eggs or whites than in the yolks.
4. Less beating of the eggs is required for sponge and angel food cakes, and the acid ingredient (cream of tartar) in the

cont.

INSTRUCTION SHEET

RVTC

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formula should be reduced in the same ratio as for baking powder, as shown in the chart.

5. Maximum moisture and freshness in the baked cakes can be assured if they are removed from the baking tins as soon as they are taken from the oven. Do not cool freshly baked cakes in a strong current of air. Ice them as soon as possible after they are thoroughly cooled.

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INSTRUCTION SHEET

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Measurements

Flours and Fillers

Cake flour (sifted once)	3-7/8 oz = 1 cup
Bread flour (sifted once)	4-1/2 oz = 1 cup
Starch (sifted once)	6-1/2 oz = 1 cup
Cake crumbs	3 oz = 1 cup

Sugars

Granulated	7 oz = 1 cup
Confectioner's	5 oz = 1 cup
4X	4-1/2 oz = 1 cup
Brown	7 oz = 1 cup
Fruit fine	7-3/4 oz = 1 cup
Powdered 6X (sifted once)	4 oz = 1 cup

Leavenings

Baking powder (cream of tartar type)	1/8 oz = 1 teaspoonful
Baking powder (phosphate - S.A.S. type)	1/6 oz = 1 teaspoonful
Cream of tartar	1/8 oz = 1 teaspoonful
Baking soda	1/6 oz = 1 teaspoonful

Flavors

Flavoring extracts	3/4 oz = 6 teaspoonfuls
Cloves, ground	1/2 oz = 6 teaspoonfuls
Cinnamon, ground	1/2 oz = 6 teaspoonfuls
Ginger, ground	1/2 oz = 6 teaspoonfuls
Mace, ground	1/2 oz = 6 teaspoonfuls
Salt	1 oz = 6 teaspoonfuls
Rind, grated	3/4 oz = 6 teaspoonfuls
Caraway seeds, ground	1/2 oz = 6 teaspoonfuls

Shortening

Butter	7-3/4 oz = 1 cup
Hydrogen shortening	6-3/4 oz = 1 cup

Syrups

Honey	12 oz = 1 cup
Molasses	11 oz = 1 cup

Eggs

Whole (approximately)	5 = 1 cup
Whites (approximately)	8 = 1 cup
Yolks (approximately)	12 = 1 cup

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cont'.

INSTRUCTION SHEET

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Fruit and Nuts

Coconut, shredded	3 1/2 oz = 1 cup
Coconut, ground	2 1/2 oz = 1 cup
Nuts, pieces	4 oz = 1 cup
Nuts, ground	4 1/2 oz = 1 cup
Applesauce	8 oz = 1 cup
Currants	4 3/4 oz = 1 cup
Raisins	4 1/2 oz = 1 cup

Miscellaneous

Candied peel	4 oz = 1 cup
Cottage Cheese	7 oz = 1 cup
Chocolate, scraped	3 3/4 oz = 1 cup
Chocolate, melted	8 1/2 oz = 1 cup
Cocoa	3 1/2 oz = 1 cup
Gelatin	5 1/2 oz = 1 cup

Cake Formula Conversion Table

Liquids

Water	8 oz = 1 cup
Milk	8½ oz = 1 cup
Cream	8 3/8 oz = 1 cup
Sweetened condensed milk	10¼ oz = 1 cup

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INSTRUCTION SHEET

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Scaling Weights per Cake

Size of Unit	Unit	Scaling Weight
6 inches	Layer	12 oz
7 inches	Layer	1 lb
8 inches	Layer	1 lb 8 oz
10 inches	Layer	2 lb
12 inches	Layer	3 lb
14 inches	Layer	4 lb
2¼ x 2½ x 8 inches	Loaf	14 oz
17 x 24 inches	Sheet	5 to 6 lb
8 inches	Angel	13 oz
2¼ x 2½ x 8 inches	Pound loaf	1 lb 4 oz
12 oz a dozen	Cupcakes	1 oz each

NOTE: For American sponge cake, scale all cakes 25% lighter than the above weights.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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SELF-CHECK

RVTC

Directions

Check your knowledge by answering True of False to the items below on a separate sheet of paper.

1. A successful cake will depend upon five essentials.
2. A good cake formula is difficult to come by.
3. There are usually eight ingredients used in the preparation of most cake batters.
4. To produce a successful cake batter, sugar, shortening, egg yolks, and baking powder function as moisteners.
5. To make a good cake batter, flour, dry milk solids and egg whites function as tougheners.
6. In cakes with a high sugar content use emulsified shortening.
7. One of the most important ingredients for cakes is flour.
8. One should use scales that balance with springs for measuring ingredients.
9. Most cake failures occur because of improper weighing.
10. There are two recognized methods of testing the doneness of a cake.

Now check your answers with the Answer Key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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SELF-CHECK

RVTC

Answer Key

1. T
2. F
3. T
4. F
5. T
6. F
7. F
8. F
9. F
10. F

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	E	05	1

ENABLING OBJECTIVE NO. 2

RVTC

Bake a cake using the creaming method.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify the creaming method of mixing a cake.	1. Text: Food Preparation for Hotels, Restaurants, and Cafeterias; Chapter 26, page 596.
2. Read Resource No. 2 to identify all aspects of frosting a cake.	2. Instruction Sheet enclosed, Frosting
3. Check recipe label file for a creaming method cake recipe.	3. Recipe
4. Mix and bake a cake using the creaming method.	4. a. Equipment b. Utensils c. Ingredients
5. See instructor for selected frostings (icings).	5. Instructor
6. Frost your cake.	6. a. Cake b. Ingredients for frosting
7. When completed, have instructor check your finished cake.	7. a. Cake b. Instructor
8. Go on to Enabling Objective No. 3.	

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
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INSTRUCTION SHEET RVTC

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Frosting

Frosting helps keep the cake moist. It is important to have your cake cold and free from crumbs before it is frosted. When frosting layer cakes, lay four strips of waxed paper on a plate or doilie. Invert one layer, spread filling evenly over this, then place the second layer on top and frost. If you are using a thin icing, you may start by pouring the icing on the top and then work to the sides. In using a heavier icing such as marshmallow or buttercream, we prefer to start on the sides first and then go to the top of the cake. The spatula may be dipped in hot water if a very smooth effect is desired.

There are three main types of decorative icing. The buttercream, the boiled and royal icing.

All of the following icing were tested on a standard home electric mixer. Heavy duty mixers will require three to four minutes less beating time per each step. It is important to remember all utensils must be completely free of grease.

Keep in mind that these icings are for decorating and must be stiff. If you are using the proper ingredients there are only two things that would make your icing fail:

1. Not beating long enough.
2. A tiny amount of grease in your batch.

Royal Icing with Meringue Powder

Royal icing is the choice of professional bakers for all phases of cake decorating. It can be easily made from the preparation, Wilton Deluxe Meringue. Royal icing is used for decorating only, never for the frosting or icing of cakes. It is preferred chiefly because of its stiff, firm consistency - excellent for forming clear, sharp

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	E	05	2

cont.

outlines and crisper flowers. Flowers and decorations of Royal icing can be made, dried and kept without refrigeration for months. There is no waste ever........... add coloring to only what you need and store the balance in a sealed container and refrigerate. When needed, just whip with a beater to restore original consistency. Royal icing is greaseless and dissolves quickly, thereby eliminating much of the mess of cleaning-up.

1/4 cup water
5 teaspoons meringue
2 cups 10x confectioners sugar (powdered)

Whip for five minutes at high speed. Keep covered with damp cloth. Icing should stand to 3-4 inch peak on spatula knife, if icing begins to fall slightly after lengthy use, simply rewhip.

*3 3/4 cups of confectioners sugar to one pound. For lighter icing, add a tablespoon of water and continue beating. The addition of water and continued beating makes this icing even lighter than boiled icing. When your flowers harden from this lightly beaten icing, they must be handled very carefully because the air cells in the icing tend to crumble.

Use this icing when you are making up flowers or various decorations in advance. The icing will dry and you may peel it off your waxed paper and place your decorations on cakes, petit fours, etc. without damaging your decorations.

Decorating Buttercream

1 cup vegetable shortening
1 ½ cups confectioners sugar
½ cup evaporated milk

Cream at high speed for five minutes. For tastier icing, use half butter and half shortening.

To thin down the icing for inscriptions and borders add a few drops

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	E	05	2

cont.

of liquid. Store in airtight container in the refrigerator. Whip up before using the second time.

Flowers made up in advance using this recipe should be placed in the refrigerator to harden slightly and become easy to handle.

Boiled Icing With Meringue Powder

a. 2 level tablespoons of meringue powder
   1/4 cup of water

b. 1 cup of granulated sugar
   1/4 cup of water
   1/8 teaspoon cream of tartar

c. 1 cup of confectioners sugar (powdered)

Mix (a) together by pouring water into bowl and adding meringue powder. Beat at high speed for seven minutes. Place (b) ingredients in sauce pan and boil to 240 degrees.

After beating mixture (a) for seven minutes, turn to low speed and add (c). Beat together two minutes at high speed. When (b) reaches 240 degrees add slowly to mixture (a) and (c) and beat together at high speed for five minutes.

Add 1/2 teaspoons of desired flavoring.
Boiled icing may be kept for one week or more if placed in an airtight container or sealed with a damp cloth over a bowl. To reuse, simply beat., do not add any ingredients. This icing is ideal for flower and border work., as it will never run or weep regardless of weather. To prevent crusting - keep icing covered with damp cloth at all times.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	E	05	2

ENABLING OBJECTIVE NO. 3

RVTC

Bake an angel food cake using the sponge method.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify the sponge method of mixing a cake.	1. Text: Food Preparation for Hotels, Restaurants, and Cafeterias; Chapter 26, page 597.
2. Check recipe label file for the angel food cake recipe using the sponge method.	2. Recipe
3. Mix and bake a cake using the sponge method.	3. a. Equipment b. Utensils c. Ingredients
4. When completed, have instructor check your finished cake.	4. a. Cake b. Instructor
5. Go on to Enabling Objective No. 4.	

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	E	05	3

ENABLING OBJECTIVE NO. 4

RVTC

Bake a chocolate cake using the two-stage method.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify the two-stage method of mixing a cake.	1. Text: Food Preparation for Hotels, Restaurants, and Cafeterias; Chapter 26, page 597.
2. Check recipe label file for a chocolate cake recipe using the two-stage method.	2. Recipe
3. Mix and bake a cake using the two-stage method.	3. a. Equipment b. Utensils c. Ingredients
4. See instructor for selected frostings (icings).	4. Instructor
5. Frost your cake.	5. a. Cake b. Ingredients for frosting
6. When completed, have instructor check your finished cake.	6. a. Cake b. Instructor
7. When you think you can perform this task, take the Performance Test.	7. Performance Test for Task E-05.

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	E	05	4

PERFORMANCE TEST FOR TASK NO. E-05

RVTC

IN-9193-E-05

TASK: Prepare, Frost and Serve Cakes

STUDENT'S NAME ______________________ **DATE** __________

DIRECTIONS TO STUDENT: Given a recipe, you will bake and frost a cake using a given mixing method from your instructor. Based upon the items listed below, your instructor's evaluation will determine if you are competent in this task.

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO
	Preparation:		
1.	Was apron and hair restrain placed on self?		
2.	Were hands washed?		
3.	Were necessary utensils selected for recipe?		
4.	Were needed ingredients selected for recipe?		
	Mixing:		
5.	Did student follow procedural steps?		
6.	Was cake prepared with moist texture?		
7.	Did student preheat oven according to specified temperature?		
	Baking:		
8.	Was simplicity used in decorating cake?		
9.	Was cake garnished attractively with frosting?		
	Cleaning:		
10.	Was equipment cleaned after using?		
11.	Was baking area and serving area cleaned?		

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT	
IN	9193	E	05		Page 1 of 1

DRAFT COPY

IN-9193-F-01

RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

COMMERCIAL FOODS AND CULINARY ARTS

A STUDENT LEARNING GUIDE

TASK: Identify the Various Types of Management Operations

DUTY: Performing Support Services

PURPOSE:

The management team is responsible for the overall operation. This includes managing money, hiring, training, supervising workers and purchasing food. This team must also have skills necessary to produce good quality of food and service in a food establishment. This is the top level of authority.

DEPT.	PROG.	DUTY	TASK	PRE REQ.
IN	9193	F	01	

REVISED:

STUDENT PERFORMANCE OBJECTIVES:

RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: resources,

YOU WILL: identify the various types of management operations.

HOW WELL: You must successfully complete the Written Test.

ENABLING OBJECTIVES:

1. Identify the various types of management operations.

DEPT.	PROG.	DUTY	TASK
IN	9193	F	01

ENABLING OBJECTIVE NO. 1

RVTC

Identify the Various Types of Management Operations

LEARNING STEPS	RESOURCES
1. Read Resource No.1 to identify the types of ownership and also to identify management titles.	1. Text: The Hospitality Industry pages 35-42.
2. Read Resource No.2 to identify departments, stations and equipment.	2a. Text: The Hospitality Industry pages 82-121. b. Text: Exploring Professional Cooking, pages 317-331.
3. Check your progress by using the Self-Check.	3. Self-Check enclosed
4. When you think you can successfully identify the various types of management operations, take the Written Test Have your instructor evaluate	4a. Written Test b. Instructor

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9193	F	01	1

SELF-CHECK

Evaluate your progress by answering the following questions:

1. What is the purpose of ownership?

2. What is meant by the following?
   a. Sole proprietorship
   b. Partnership
   c. Silent Partner
   d. Limited Partners
   e. Franchise
   f. Chain Operation
   g. Lease Arrangement

3. What is meant by the following?
   a. Checkroom
   b. Cashier
   c. Storeroom
   d. Kitchen

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	F	01	1

SELF-CHECK

4. What equipment is necessary for the kitchen of small operations?

a.
b.
c.
d.
e.
f.
g.

5. What is meant by the following?

a. Bake Station____

b. Meat Station____

c. Salad Station____

d. Waiters/ Waitresses/ Busboys__________________________________

Now check your answers with the answer key.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	F	01	1

SELF-CHECK

Answer Key

1. The purpose of ownership is to be a sole proprietor or an independent enterprise.

2. a. Sole proprietorship refers to the type of organization that is owned and operated by a single person.

   b. Partnership is an association of two or more people.

   c. Silent partner is one who has an agreement with other partners to share in profit or loss but has no voice in the operation of the business.

   d. Limited partners are liable for the limited amount agreed upon when the partnership is formed.

   e. Franchise is the right assigned an individual, partnership or corporation to use a name or formula.

   f. Chain operation is a popular term given to several operations that have either the same names or different names but the same ownership.

   g. Lease agreement is a contract developed by the operating company and the owner of the property.

3. a. Checkroom is a department used for checking the wraps of the dining guest.

   b. Cashier is the station where all food checks and sometimes cocktail checks are paid at this station.

   c. Storeroom is the area where receiving, inspecting, counting and storing of all food and other articles takes place.

   d. Kitchen is considered to be the back of the house.

4. The necessary equipment for the kitchen of small operations is:

   a. a slicer
   b. a convection oven
   c. a deep-fat fryer
   d. an oven and grill
   e. a warmer
   f. a steam table
   g. a grill

5. a. A bake station is where all baked goods are prepared.

   b. A meat station is where the main dish and entree are prepared.

   c. A salad station is where all salads and sandwiches are prepared.

   d. Waiters, waitresses and busboys setup for the front of the house.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9193	F	01	1

WRITTEN TEST FOR TASK NO. F-01

RVTC

IN-9193-F-01

TASK: Identify the Various Types of Management Operations

PAGE 1 OF 3

Directions

The purpose of this test is to determine if you fully understand the various types of management operations. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. A sole proprietorship refers to a business owned and operated by a single person.
2. A partnership is an association of two or more people.
3. A silent partner is one who has an agreement with other partners.
4. A franchise receives no assistance in the operation.
5. Limited partners are not liable for the limited amount agreed upon
6. A chain operation is not popular.
7. A lease arrangement does not develop a contract.
8. A corporation is a business owned by stockholders.
9. An operating company may own the land or building.
10. The lease fee is usually based on a minimum or percentage.

DEPT.	PROG.	DUTY	TASK
IN	9193	F	01

cont.

WRITTEN TEST FOR TASK NO. E-01

RVTC

IN-9193-F-01

TASK: Identify the Various Type of Management Operations

PAGE 2 OF 3

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

1. Management:
   - a. varies from house to house.
   - b. never varies.
   - c. is limited to one house.
   - d. is not important.
2. The checkroom is:
   - a. the department used for a bank check.
   - b. for checking the guest wraps.
   - c. used by the workers.
   - d. never used.
3. The storeroom stores:
   - a. wraps.
   - b. staples.
   - c. water.
   - d. shrimp.
4. The kitchen is called:
   - a. the back of the house.
   - b. the lab station.
   - c. the office.
   - d. the gift shop.
5. The cashier:
   - a. collects all food checks.
   - b. orders the food.
   - c. is the car hop.
   - d. plans menu.

DEPT.	PROG.	DUTY	TASK
IN	9193	F	01

cont.

WRITTEN TEST FOR TASK NO. F-01

RVTC

IN-9193-F-01

TASK: Identify the Various Types of Management Operations

PAGE 3 OF 3

The items below are Matching. On the separate Answer Sheet, on the line to the left of each item, write in the letter of the item that best identifies each.

DO NOT MARK ON THIS TEST!

Matching questions

1. Carving
2. Keeps food warm
3. Instant heating
4. Transporting food to the dining area
5. Cooks food in half the time of a conventional oven

a. Microwave oven
b. Food cart
c. Convection oven
d. Glasses
e. Warmer
f. Electric slicer

DEPT.	PROG.	DUTY	TASK
IN	9193	F	01

10

WRITTEN TEST FOR TASK NO. F-01

RVTC

TASK: Identify the Various Types of Management Operations

PAGE 1 OF 1

ANSWER KEY

Multiple Choice questions

a 1.
c 2.
c 3.
a 4.
a 5.
____ 6.
____ 7.
____ 8.
____ 9.
____ 10.
____ 11.
____ 12.
____ 13.
____ 14.
____ 15.
____ 16.
____ 17.
____ 18.
____ 19.
____ 20.
____ 21.
____ 22.
____ 23.
____ 24.
____ 25.

True-False questions

[✓ T] F 1.
[✓ T] F 2.
[✓ T] F 3.
T [✓ F] 4.
T [✓ F] 5.
T [✓ F] 6.
T [✓ F] 7.
[✓ T] F 8.
T [✓ F] 9.
[✓ T] F 10.
T F 11.
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Matching questions

f 1.
e 2.
a 3.
b 4.
c 5.
____ 6.
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RIDGE
VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

COMMERCIAL FOODS AND CULINARY ARTS

A STUDENT LEARNING GUIDE

TASK:	Interpret a Recipe
DUTY:	Orientation and Safety in Commercial Foods and Culinary Arts

PURPOSE:

Recipes are important for standardization to assure one of the same product each time it is prepared. This will also assure the management of the food service establishment that the food cost will remain stable. Most of the items prepared in food service are done by following a standardized recipe.

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REVISED:				

STUDENT PERFORMANCE OBJECTIVES:

RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN:

YOU WILL: interpret a recipe.

HOW WELL: You must successfully complete the Written Test.

NOTE:
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

1. Specify principles of recipe construction.
2. Identify all aspects of measuring used in a recipe.
3. Interpret and adjust a recipe.

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ENABLING OBJECTIVE NO. 1

RVTC

Specify principles of recipe construction.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify the principles of a good recipe.	1. Instruction Sheet enclosed, Principles of a Good Recipe
2. Read Resource No. 2 to interpret various cooking terms.	2. Instruction Sheet enclosed, Cooking Terms
3. Read Resource No. 3 to identify the various forms of a recipe.	3. Instruction Sheet enclosed, Recipe Forms
4. Read Resource No. 4 to identify the parts of a recipe.	4. Text: Exploring Professional Cooking; Chapter 7, pages 143-150.
5. Check your knowledge using the Self-Check.	5. Self-Check enclosed.
6. Go on to Enabling Objective No. 2.	

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INSTRUCTION SHEET **RVTC**

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Principles of a Good Recipe

Where Do We Get "Good Recipes"?

Recipes have been used through the ages. The earliest known written recipes, then called "receipes", are said to have been written about 1390 A.D. However, these receipes were not published until 1780. They were the recipes of the master cooks of King Henry II. The first known cookbook to be published was written by a librarian to the Vatican at Rome, Italy. It was published in 1474. At that time standard measures were unknown. Recipes took on a new meaning in 1896 when Fannie Farmer, author of the famous Boston Cooking School Cookbook, stressed the importance of following a recipe exactly as written and measuring with level, standard measures. This was more scientific.

Today, as through the centuries, a daughter learns her mother's recipes. A person may also give their favorite ones to other relatives, friends, or neighbors. Cookbooks, magazines, newspapers, radio and television are other sources. Food labels on canned and packaged foods, frequently give tested recipes for the use of the particular product.

Inasmuch as they are the result of testing, be sure to read labels. Consumer research service divisions for food and appliance companies have test kitchens for developing recipes. Members of taste "panels" evaluate results. Many recipes are available, but not all will please everyone. Those that come from tested sources are by far the most reliable.

We have mentioned sources of tested recipes, but let us not forget that final testing goes on in the kitchen. When a recipe is tested and found satisfactory in every way, the chef puts their own seal of approval on it!

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We mentioned test kitchens and taste panels. They are interesting as well as valuable. Business concerns spend great sums of money each year to make better products suitable to the public. They set up test kitchens, hire trained economists to supervise the preparation of food and develop recipes or test equipment. Testing continues until they have a perfect product. To sample the food products, untrained judges are selected. They are just everyday persons that "know what they like". Some tasting rooms are set up so that each tester is in a separate booth. In this way, the taster does not see the expressions on the other's faces; or talk to others. They just taste, evaluate and write comments about the food. These comments are compiled; if the entire taste panel thinks the product is exceptionally good, it has passed the test. The recipe or the product is then made available to the public.

What Makes a Good Recipe?

A good and reliable recipe has clear, easy-to-follow directions. It contains ingredients that are easy to obtain. It has the necessary ingredients in the correct amounts, that is to say, in proportion to all other ingredients. For example, too much salt in a recipe may spoil the flavor of the product. If the salt is in proportion with the other ingredients, it will enhance the flavor and make the product more tasty. Another example: if, when making baking powder biscuits, too little shortening is used the biscuits will be bread-like rather than flaky.

The order in which ingredients are combined is important, too. Texture, color and flavor can depend on the method of combining. For example, if tartrate baking powder is added to a liquid before other dry ingredients are added, the moistened leavening agent will release too much carbon dioxide gas before the product is ready for the oven. This affects the product's flavor and texture.

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cont.

The amount and kind of mixing and handling such as kneading is stated in a good recipe. It may simply say, "Stir until blended", but if you know what the term blended means, this is also telling you how long. If whipping cream is overbeaten, it turns to butter. You will learn more about mixing later.

A good recipe has ingredients that go well together. Why? Because their flavors blend or they react together. Don't ice cream and fruit sauce go better together than ice cream and marmalade? You see, you have developed a judgement of some go-togethers. Custom has much to do with it, but the question goes deeper. The experienced cook knows that sour milk and soda react together. A person that writes a good recipe must also know about go-togethers and what amounts to use.

Accurate temperature and time information is given in a good recipe. This, too, is based on applying scientific understanding that deals with heat. Inaccurate temperatures cause poor results. If the temperature given in a recipe is too high, the product may burn on the outside before it is cooked on the inside. Accurate time information takes much of the guesswork out of cooking. Although younger family members might not see the necessity, for example, of cooking a sauce made with flour after it has thickened, you will want to know that the additional time allowed is needed to cook the starch completely. The person writing a good recipe knows this.

When a recipe gives information about the size of pan or bowl to use, when it tells the yield or number of servings, it is more complete and valuable. Knowing utensil sizes and the number of servings makes cooking and menu planning easier. If the information is not given, you may be disappointed to find that there is not enough, or that you have greased only one set of muffin tins when two sets are needed.

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The second tin may not be available, or you have no need for so many servings. Thinking further - if no pan size is given, the recommended cooking time and temperature might be of little value. Why? Let's say you place equal amounts of batter in different sized pans, one 3 x 9 x 4" (a loaf tin) and the other in an 8 x 8 x 2" (a square cake pan). The first pan is much deeper than the second. Therefore, the batter takes much longer baking temperature than using a more shallow pan. Do you see why? Can you think of two other reasons for including pan size in a recipe?

It is easy to see that a good recipe is a plan to work by and to follow carefully. However, at times it may seem to you that a person is cooking without a recipe. It is more than likely that the person has made the product using a recipe so many times that they have learned it by heart. "Use well-tested recipes and you will have fewer disappointments!" The beginner should not attempt to make up their own recipes. It takes skill and knowledge of terms to use a recipe. It requires even greater skill to develop one, or to work without one!

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Cooking Terms

Add Alternately

To add a small amount of one ingredient, blend it in, add a small amount of a second ingredient, blend it in and repeat until all ingredients are used.

Beat

By hand - a quick, circular, lifting and turning motion with the proper utensil that moves from the bottom to the top and rises above the mixture to add air as it returns to the bottom.

Blend

To mix thoroughly two or more ingredients, until evenly distributed throughout.

Chill

To place in the refrigerator until cooled to 40 - 45°F.

Chop

To cut into fine pieces with a knife or mechanical cutter. Also see Mince.

Combine

To mix two or more ingredients together. Also see Blend.

Cool

To lower the temperature by allowing to stand at room temperature until all cooking heat has gone.

Cream

To manipulate fat or fat and sugar with a spoon or automatic beater until completely smooth. When creaming by hand, work the fat against the side of the bowl with the back of the spoon or rubber spatula.

Crumble

To break into fine pieces by using the fingers or a fork.

Cube

To cut into pieces approximately one-half inch on each side. Also see Dice.

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Cut

To sever with a knife or scissors; divide into parts.

Cut in

To combine fat and dry ingredients using a pastry blender, or by using two knives in a scissorlike motion.

Dice

To cut into small pieces approximately one-quarter inch on each side. Also see Cube.

Dissolve

To combine or mix a solid ingredient, with liquid, until they form a solution

Flake

To break into small pieces with a fork, being careful not to mash the pieces.

Fold

To combine ingredients with a spoon or spatula; slowly cut down through the center of the ingredients, move the spoon across the bottom, then up the side, lifting and turning it over and back into the center. Revolve the bowl while doing this until all ingredients are combined.

Grate

To scrape into small pieces on a rounded or flat surface that has toothedged punctures.

Grease

To rub with fat or oil.

Grind

To reduce to small pieces by crushing with a bladed device, turned by a handle or automatically.

Julienne

To cut into pieces the size and shape of match stick, as with potatoes.

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Knead

To work dough with the hands by folding and pressing. Raise the back portion of the dough, bring it up and forward to the center, press it with the heels of the hands; turn the dough one-quarter way around and repeat. Continue until the dough is smooth.

Level-off

To move the level edge of a knife or spatula across the top edge of container, scraping away the excess mixture.

Mash

To pulverize by pressing and working with a wire or flat headed device.

Mince

To chop into very fine pieces with a knife or other cutting device.

Mold

To make into a specific shape or form.

Pare

To remove the skins of fruits or vegetables by cutting with a knife or other bladed device.

Peel

To strip off rind or skin in ribbons. Also to remove shell from egg.

Pre-heat

To heat a pan or the oven before using.

Puree

To make smooth and semi-liquid by rubbing through a sieve or using an automatic blender.

Season

To make palatable by adding salt, pepper or spices.

Sift

To put through a fine sieve.

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cont.

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Slice
To cut in thin pieces.

Sliver
To shred in long, thin pieces.

Sprinkle
To scatter fine substances so that they fall in separate particles.

Squeeze
Usually fruit - to put pressure on the sides to extract juice.

Stir
To change the position of ingredients by circular or zig-zag motion.

Thaw
To bring to a temperature above freezing.

Toss
To mix by lifting motion, using two implements.

Whip
To incorporate air into a mixture by beating with a brisk, even motion. See Beat.

Tare Weight
A weight used to off balance a platform scale, usually 1 lb., 2 lb. and 4 lb. graduations.

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Recipe Forms

The most used forms for presenting recipes are given here. Each has advantages.

Standard Form

This familiar form gives all ingredients first, then the method. The listed ingredients show just what is needed to make the recipe. In this form, when an ingredient is modified the exact measurement should be given. For example: 2 cups sifted flour, not 2 cups flour, sifted 2 cups diced cooked carrots, not 2 cups carrots, diced and cooked; 2 cups packed brown sugar, not 2 cups brown sugar, packed. But 1 cup heavy cream, whipped, not 1 cup whipped cream. The method follows in paragraphs or steps. This form is especially good for recipes using many ingredients. Following is an example of the standard form:

Soft Gingerbread

1 2/3 cups sifted cake flour
1/4 cup sugar
1 teaspoon double-acting baking powder
3/4 teaspoon soda
1/2 teaspoon salt
1/2 teaspoon cinnamon, ground
1/2 teaspoon ginger, ground
1/4 teaspoon cloves, ground
1/4 cup shortening (at room temperature)
1/2 cup molasses
1/2 cup water
1 egg unbeaten

1. Preheat oven to 350°F. (moderate)
2. Sift dry ingredients together into mixing bowl. Add shortening. Combine molasses and water and pour three-fourths of this mixture into mixing bowl.
3. Beat 2 minutes at a low speed of electric mixer or 300 vigorous strokes by hand.
4. Add egg and remaining liquid, then beat 1 minute longer in mixer or 150 strokes by hand.
5. Pour batter into greased and lightly floured 9 x 9 x 2-inch pan.
6. Bake at 350°F. 30 minutes, or until toothpick inserted in center comes out clean.
7. Serve hot with butter or lemon sauce.

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cont.

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Action Form

This recipe form combines narrative action with listed ingredients. Although this form is easy to follow, it takes more space and is difficult to arrange economically or attractively on paper. The ingredients are described in the same way as in the standard form.

Following is an example of the action form:

Soft Gingerbread

Preheat oven to 350°F. (moderate)
Measure and sift together into mixing bowl:

- 1 2/3 cups sifted cake flour
- 1/4 cup sugar
- 1 teaspoon double-acting baking powder
- 3/4 teaspoon soda
- 1/2 teaspoon salt
- 1/2 teaspoon cinnamon
- 1/2 teaspoon ginger
- 1/4 teaspoon cloves

Add 1/4 cup shortening (at room temperature).
Mix together:

- 1/2 cup molasses
- 1/2 cup water

Pour three-fourths of this molasses-water mixture into dry ingredients.
Beat 2 minutes at a low speed of electric mixer or 300 vigorous strokes by hand.
Add remainder of liquid and 1 unbeaten egg.
Beat 1 minute in mixer or 150 strokes by hand.
Pour batter into greased and lightly floured 9 x 9 x 2-inch pan.
Bake at 350°F. 30 minutes, or until toothpick inserted in center comes out clean. Serve hot.

Descriptive Form

In this recipe form, each ingredient is followed by the necessary modification. For example: carrots, diced, cooked; cake flour, sifted; evaporated milk, whole or skim; brown sugar, packed; eggs, slightly beaten; processed Cheddar cheese, grated, if desired. This enables the cook to see readily what ingredients are needed.

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cont.

The amounts of the ingredients are given in a separate column. Each step in the procedure is a separate paragraph, which appears parallel to the ingredients involved. To save space, the procedure may be placed below the ingredients. This is the newest recipe form and is easy to follow. An example of the descriptive form shown below illustrates this construction.

Hot Chicken Sandwich

6 servings

Toast, whole wheat, dry	6 slices	Preheat broiler.
Chicken, cooked, sliced	1/3 to 1/2 pound as desired.	Place toast slices on a shallow baking pan. Cover with slices of chicken.
Cream of chicken soup condensed, canned	10½ ounce can	Combine soup and evaporated milk in saucepan.
Evaporated Milk	1/3 cup	Pour hot soup mixture over sandwiches.
Tomato slices	6 large or 12 small	Arrange tomato slices on top of sandwiches.
Bacon slices, cut in thirds, partly cooked	4	Top with bacon slices and olives. Broil until sandwiches are hot and bacon is crisp.
Olives, stuffed, sliced	6	

Paragraph Form

Bearnaise Sauce

Put into a small saucepan one teaspoon of chopped shallots, two oz. of chopped tarragon stalks, three oz. of chervil, some mignonette pepper, a pinch of salt and four tablespoons of vinegar. Reduce the vinegar by two-thirds, take off the fire, let the pan cool a little and add to this reduction the yolks of five eggs. Now put the saucepan on a low fire and gradually combine with the yolks six oz. of melted butter. Whisk the sauce briskly to ensure the cooking of the yolks, which alone, by gradual cooking, affect the thickening of the sauce.

When the butter is combined with the sauce, rub it through a fine sieve, and finish it with a teaspoon of chervil and chopped tarragon leaves. Complete the seasoning with a pinch of cayenne. This sauce should not be served very hot, as it is really a mayonnaise with butter. It need only be tepid, for it would probably curdle if it were over-heated. Serve it with grilled meat or poultry.

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SELF-CHECK

RVTC

Directions

Check your knowledge by answering the items below on a separate sheet of paper.

1. A standardized recipe consists of __________ parts.
2. __________ means the number of servings expected from a recipe.
3. Most standardized recipes for food service will yield __________, __________ or more servings.
4. When you convert a recipe, you change the quantity of each __________.
5. To be sure each serving is the same, portions are measured by weights on a portion __________.
6. The __________ form of a recipe gives all ingredients first, then the method.
7. The __________ form of a recipe combines narrative action with listed ingredients.
8. The descriptive form of a recipe enables the cook to see readily what __________ are needed.
9. The earliest known written recipe was written about ________ A.D.
10. A good and reliable recipe has clear, easy to follow __________.
11. Always make sure you __________ the recipe.
12. "Standard Measures" are __________ and __________.
13. All measurements should be __________.
14. A __________ measure can be leveled across the top.
15. A __________ measure cannot be leveled off.

Now check your answers with the Answer Key.

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SELF-CHECK

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Answer Key

1. six
2. yield
3. 25, 50
4. ingredient
5. scale
6. standard
7. action
8. ingredients
9. 1390
10. directions
11. understand
12. accurate, reliable
13. accurate
14. dry
15. liquid

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

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ENABLING OBJECTIVE NO. 2

RVTC

Identify all aspects of measuring used in a recipe.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to identify how to measure and the equipment used in measuring.	1. Instruction Sheet enclosed, Measuring
2. Read Resource No. 2 to identify common units of measurements and their abbreviations.	2. Instruction Sheet enclosed, Measurements and Abbreviations
3. Read Resource No. 3 to identify substitutions, equivalents and measures used in recipes.	3. Instruction Sheet enclosed, Weights and Measures
4. Check your knowledge using the Self-Check.	4. Self-Check enclosed.
5. Go on to Enabling Objective No. 3.	

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Measuring

Before you can measure the quantity of any object, it is first necessary to decide on a method of measuring. Liquid substances may be measured in a different way using different equipment than dry substances. The substance you need to measure will determine the piece of equipment you use. Whatever piece of equipment you use, it is going to be associated with units of measure. For example, one cup equals 8 ounces. The ounce is the unit of measure for a cup. In food preparation, the unit of measure is specified by either size or volume. The type of equipment used to obtain these measures is known as standard equipment.

All recipes and formulas are developed by using standard measures and standard measuring equipment.

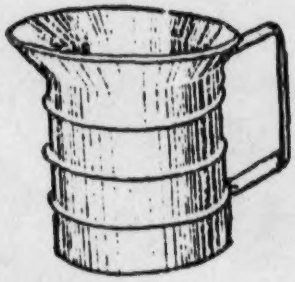
To determine which standard measure we will use we must first determine the type of ingredient to be measured. A basic rule is applied in measuring food ingredients:

ALL DRY INGREDIENTS ARE WEIGHED AND ALL LIQUID INGREDIENTS ARE MEASURED

Note: Within the next few years, most all new recipes will be listed in the conventional English system of measure as well as the metric system of measure. Eventually only the metric system will be used. Therefore, you should familiarize yourself with the metric system of measure and have a set of metric measuring equipment available so when the need arises you will not need to convert a recipe from the English system to the metric system.

Standard measuring equipment used to achieve either the dry or liquid form of measure is listed below. Note: All of the equipment listed is also available in metric units.

Metal Cups: Round with a slight lip for easy pouring. They have a side handle and are accurately graduated in quarters. They are available in pint, quart, half gallon and gallon. They are used to measure liquid.



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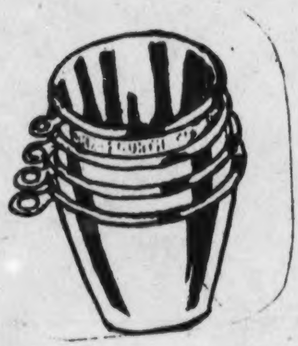
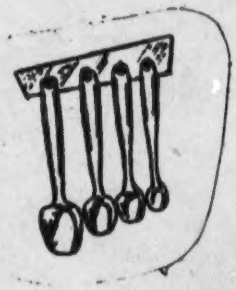
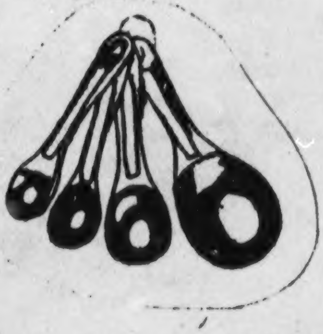


ed Measuring Cups: Many different types and
are available. A set consists of a one-
, one-third, one-half and one cup measures.
measure would be level with the brim of the
These are used for dry measures. Large
es may be a pint, quart, half-gallon and
.





ring Spoons: May be metal or
ic - usually have graduations
8, 1/4, 1/3, 1/2, and 1 teaspoon
tablespoon, used for both li-
and dry ingredients.

ker's scale is a balance beam scale. Quarter ounce graduations up
16 ounces can be set on the beam. Additional weights over this
placed on the right side with ounces and partial ounces put onto
beam. The ingredients are placed on the left side. A container
the left platform is used for dry ingredients and a standard tare
ght is used on the right to make up for its weight. Frequently an
ty pan identical to the one being filled on the left is placed on
right to tare out its weight. Scale small quantities first and
n heavier ones. For highest accuracy, scale items singly. A scale
inaccurate if it is not level. Avoid jarring the scale, which can
d to inaccuracy. Spring scales can be used for speed where quanti-
s of entree items or other cooked foods are placed into pans for
ing. A good supermarket scale is useful for some work but a heavy
y one with a large dial is better. A heavy duty scale should be
ed for receiving heavy items. Receiving scales that print the
ight and date are desirable and they should be equipped with a beam

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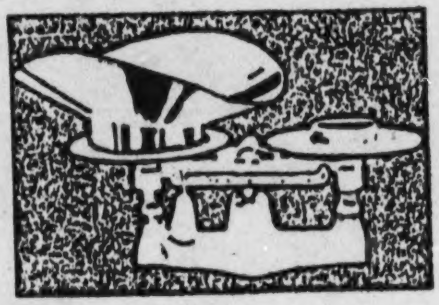
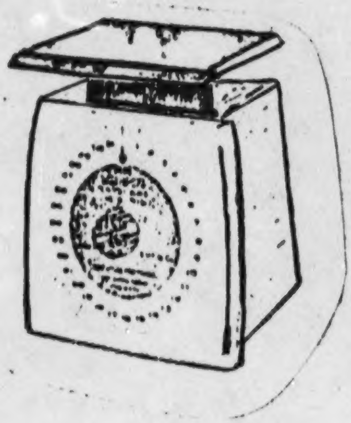
cont.

scale for taring container weights. Scales are good only if they are accurate. Therefore, care should be taken to see that they are properly cleaned and handled in order that soil does not interfere with their action. Lift scales from the bottom. Check accuracy frequently and do not leave objects on them when not in use.





Portion Scale: Used for measuring food servings. Has a single square, seamless steel platform on which the food to be weighed is placed. A large dial on the front of the scale is graduated from 1/4 ounce to 32 ounces. The rotating dial needle determines the weight of the item placed on the platform. This type of scale is used when exact serving portions are required.

How to Measure

Weighing rather than measuring is preferred in quantity work because of its greater accuracy but occasionally measuring is done for speed or where accuracy is not a critical factor. Pour, do not dip, thick fluids into measure and scrape well to empty it with a rubber or plastic spatula. Use a glass measure for liquids and see that the liquid reaches the measure mark at the edge, not the center.

Overfill a measure with dry ingredients, tap gently and level off. Some items must be sifted before measuring, but dry milk, presifted flour, leavening agents and sugar are not sifted. Remove lumps from brown sugar by rolling it or heating it gently in an oven. Pack brown sugar lightly until it holds its shape when dumped from the

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measure. Stir before measuring items that pack such as baking powder, graham flour and dry milk. To measure by spoon or small measure, dip out a heaping measure and level off with a spatula. Use full measures to obtain fractions. Thus, a half teaspoon measure should be used to get a half teaspoon instead of attempting to divide a full teaspoon into half. A pinch is about 1/16 teaspoon. To speed work and give accuracy, know equivalents between weights and measures. Use time-saving methods such as cutting a pound of butter in half to obtain a cup or eight ounces.

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Measurements and Abbreviations

Table of Liquid Measures

60 drops = 1 teaspoon
3 teaspoons = 1 tablespoon
2 tablespoons = 1 fluid ounce
4 tablespoons = 1/4 cup = 2 fluid ounces
5 tablespoons, 1 teaspoon = 1/3 cup = 3 fluid ounces
8 tablespoons = 1/2 cup = 4 fluid ounces
12 tablespoons = 3/4 cup = 6 fluid ounces
16 tablespoons = 1 cup = 8 fluid ounces
2 cups = 1 pint = 16 fluid ounces
2 pints = 1 quart = 32 fluid ounces
2 quarts = 1/2 gallon = 64 fluid ounces
4 quarts = 1 gallon = 128 fluid ounces

Table of Dry Measures

1 pinch = 1/8 teaspoon
1/8 teaspoon = few grains
3 teaspoons = 1 tablespoon
16 tablespoons = 1 cup
16 ounces = 1 pound
12 ounces = 3/4 pound
8 ounces = 1/2 pound
4 ounces = 1/4 pound

Abbreviations

teaspoon = tsp. = t.
tablespoon = tbsp. = T.
cup = c.
pint = pt.
quart = qt.
gallon = gal.

fluid ounce = fl. oz.
Few Grains = F.G.
teaspoon = t.
tablespoon = T.
ounce = oz.
pound = lb.

Other abbreviations Related to Reading a Recipe

hour = hr.
seconds = sec.
degrees Celsius = $^{\circ}$C.
busnel = Bu.

minute = min.
degrees fahrenheit = $^{\circ}$F.
peck = P.K.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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INSTRUCTION SHEET

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Weights and Measures

Substitutions and Equivalents

2 tablespoons of fat = 1 ounce
1 cup of fat = 1/2 pound
1 pound of butter = 2 cups
1 cup of hydrogenated fat + 1/2 T. salt = 1 cup butter
2 cups of sugar = 1 pound
1 1/2 cups packed brown sugar = 1 pound
1 1/3 cups packed brown sugar = 1 cup of granulated sugar
3 1/2 cups of powdered sugar = 1 pound
4 cups sifted all purpose flour = 1 pound
4 1/2 cups sifted cake flour = 1 pound
1 ounce bitter chocolate = 1 square
4 tablespoons cocoa + 2 teaspoons butter = 1 ounce of bitter chocolate
1 cup egg whites = 8 to 10 whites
1 cup egg yolks = 12 to 14 yolks
16 marshmallows = 1/4 pound
1 tablespoon vinegar or lemon juice + 1 cup milk = 1 cup sour milk
1 tablespoon cornstarch = 2 tablespoons flour for thickening
10 graham crackers = 1 cup fine crumbs
1 cup whipping cream = 2 cups whipped
1 cup evaporated milk = 3 cups whipped
1 lemon = 3 to 4 tablespoons juice
1 orange = 6 to 8 tablespoons juice
1 cup uncooked rice = 3 to 4 cups cooked rice

Measures

4 c. flour = 1 lb.
3 c. oatmeal = 1 lb.
2 c. rice = 1 lb.
5 c. coffee = 1 lb.
6 c. tea = 1 lb.
1 sq. chocolate = 1 oz.
3 tbsp. cocoa, 2/3 tbsp. butter = 1 sq. chocolate
1 large lemon = 1/4 c. juice
1 large orange = 1/2 c. juice
1 egg slightly beaten = approx. 3 tbsp.
1 pk. potatoes (approx. 40) = approx. 15 lbs.
2 - 3 apples = 1 lb.
12 - 13 slices bread = 1 lb.

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Directions

Check your knowledge by answering the items below on a separate sheet of paper.

1. Three types of standard measuring equipment are: measuring __________, __________ and __________.
2. All dry measures are __________.
3. All liquid measures are __________
4. Measuring spoons are used for both __________ and __________ ingredients.
5. The baker's scale is a __________ platform scale.
6. The portion scale is used for measuring food __________.

In the following section fill in the number which would complete the formulas:

7. __________ teaspoons = 1 tablespoon
8. __________ tablespoons = 1 cup
9. __________ tablespoons + 1 teaspoon = 1/3 cup
10. __________ ounces liquid = 1 cup
11. __________ cups = 1 pint
12. __________ pints = 1 quart
13. __________ quarts = 1 gallon
14. __________ ounces = 1 gallon
15. __________ ounces = 1 pound
16. __________ = few grains
17. __________ = 1 teaspoon
18. __________ = 1 tablespoon
19. __________ = cup
20. __________ = ounces.

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SELF-CHECK

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Answer Key

1. cups, spoons, scales
2. weighed
3. measured
4. liquid, dry
5. twin
6. servings
7. 3
8. 16
9. 5
10. 8
11. 2
12. 2
13. 4
14. 128
15. 16
16. F.G.
17. t.
18. T.
19. c.
20. oz.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

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ENABLING OBJECTIVE NO. 3

RVTC

Interpret and adjust a recipe.

LEARNING STEPS	RESOURCES
1. Read Resource No. 1 to specify how a recipe should be used.	1. Instruction Sheet enclosed, How to Use a Recipe
2. Read Resource No. 2 to identify the procedure for increasing a standard recipe.	2. Instruction Sheet enclosed, Increasing a Standard Recipe
3. Read Resource No. 3 to identify the procedure for decreasing a standard recipe.	3. Instruction Sheet enclosed, Decreasing a Standard Recipe
4. When completed, check your knowledge using the Self-Check.	4. Self-Check enclosed.
5. When you think you can attain this task, take the Written Test.	5. Written Test for Task A-07.

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INSTRUCTION SHEET

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How to Use a Recipe

Outline for following Recipe

I. Following a Recipe
  a. Read recipe through carefully.
  b. Make sure you understand the directions.
  c. Check number of portions being prepared and number of portions on recipe.
  d. Increase or decrease ingredients if necessary.
  e. Recheck calculations.
  f. Assemble and measure needed ingredients if necessary.
  g. Collect needed utensils.
  h. Follow directions as given on recipe.
  i. Cook according to recipe.

II. Temperature Guide

	Temperature Range	
Type of Heat	Farenheit Degrees	Degrees Celsius
Very Slow	250°-275°	121°-135°
Slow	300°-325°	148°-162°
Moderate	350°-375°	176°-190°
Hot	400°-425°	204°-218°
Very Hot	450°-475°	232°-246°
Extremely Hot	500°-550°	260°-287°

How to Use a Recipe

After you have chosen a recipe that has all of the qualities of a good plan, you owe it to yourself to follow it exactly as given, at least the first time. After that time, experiment if you are sure you would like different results. Again we emphasize, follow it exactly the first time.

Before You Use a Recipe

Read it carefully, completely and thoroughly.
Check to see that you have all necessary ingredients.
Do not plan to use substitutions unless they are recommended as standard.
Be sure that you have equipment to follow all directions; for example juicer, grater, grinder, correct size pans and/or mixing bowls.
Be sure you understand all terms and directions.
Be sure you have plenty of time for the product to cook, chill, or freeze, as the case may be.
Be aware of early or special preparation, such as melting ingredients or preparing topping.

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cont.

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When a recipe is checked satisfactorily, you are ready to work. Of course you are not ready to work with food until you have clean hands and nails, neat hair, a clean apron and a tidy work area.

Use Standard Measures

"Standard Measures" are accurate and reliable because the sizes of a standard teaspoon, cup, etc., are always the same. A standard tablespoon will always hold three standard teaspoons; a standard cup will always hold sixteen standard tablespoons, if all measurements are level. Accurate measuring is basic to good cooking. The most accurate way of measuring is by weight. Weighing is used in some European countries such as Sweden. In the United States it is primarily used for quantity cooking. Before the use of measuring cups it was not uncommon to see a recipe that read, "three saucers full". Certainly this allowed for a great deal of variation, according to how high one heaped the saucer! Questions of this sort no longer occur because we use standard measures.

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Increasing a Standard Recipe

1. Establish present quantities (yield) for the present recipe, Example: 100
2. Determine the amount of quantities wanted. Example: 500
3. Divide the yield of the recipe into the number you need.

   Yield: 100
   No. Needed: 500 $\begin{array}{r} 5 \\ 100\overline{)500} \end{array}$
4. Therefore, the amount you need to prepare is 5 times the original yield on the recipe.
5. Multiply the quantity of each ingredient in the recipe by 5 to get a yield 5 times greater

   Note: Follow through the sample to be increased by 5.

Chestnut Dressing

YIELD: 50 portions EACH PORTION: about 3 1/2 oz.

Ingredients	Quantity
Onions, finely minced	4 lb.
Bacon fat	1 pt.
Dry white bread, cubed	4 qt.
Chicken stock, hot	1½ qt.
Eggs, whole, beaten	6
Parsley, chopped	3 oz.
Black pepper	2 tsp.
Sage, ground	1 tbsp.
Chestnuts, cooked, peeled and chopped	3 lb.
Salt	to taste

Method

1. Saute onions in fat until soft. Mix bread cubes, chicken stock and eggs together. Add onions, parsley, chestnuts, sage, salt and pepper.
2. Put in greased baking pan and cover with a sheet of greased paper.
3. Bake at 350°F. for 45 minutes

Sample: Prepare this recipe for 250 people.

Step 1. Yield is 50 portions

Step 2. Need to prepare 250 portions

Step 3. Determine how many times I must multiply by to get 250 portions.

$\begin{array}{r} \text{Multiple} \\ \text{yield}\overline{)\text{need}} \end{array}$ $\begin{array}{r} 5 \\ 50\overline{)250} \end{array}$

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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cont.

INSTRUCTION SHEET

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Step 4. All ingredients must be multiplied by 5 to make recipe of 50 for 250. 5 x 50 = 250.

Step 5. Multiply all ingredients by 5.

Onion	4 lb. x 5 = 20 lbs.	= 20 lbs.
Bacon Fat	1 pt. x 5 = 5 pts.	= 2 1/2 qts.
Dry White Bread	4 qt. x 5 = 20 qts.	= 5 gal.
Chicken Stock	1 1/2 qt. x 5 = 7 1/2 qts.	= 7 1/2 qts.
Eggs	6 ea. x 5 = 30 ea.	= 30 each
Parsley	3 oz. x 5 = 15 oz.	= 1 lb.
Black Pepper	2 tsp. x 5 = 10 tsp.	= 3 1/2 tbsp.
Sage	1 tbsp. x 5 = 5 tbsp.	= 1/3 cup
Chestnuts	3 lb. x 5 = 15 lbs.	= 15 lbs.
Salt	To taste	To taste

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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INSTRUCTION SHEET

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Decreasing a Standard Recipe

1. Establish present quantity (yield) for a standard recipe. Example: 100.
2. Determine number of quantities desired. Example: 50
3. Divide the number of quantities desired by the present quantities, (to the closest hundredth).

   Yield 100
   No. Desired 50 $$100 \overline{)\,50.0\,}^{\;.5}$$

4. Change the decimal fraction to a proper fraction if desired. Example: .5 = 1/2.
5. Multiply each quantity in the recipe by the decimal fraction or the proper fraction to obtain an amount that is 1/2 times smaller than the original yield.

   Note: Follow through the sample to be decreased by 5.

Chestnut Dressing

YIELD: 50 portions EACH PORTION: about 3½ oz.

Ingredients	Quantity	Method
Onions, finely minced	4 lb.	1. Saute onions in fat until soft. Mix bread cubes, chicken stock and eggs together. Add onions, parsley, chestnuts, sage, salt and pepper.
Bacon fat	1 pt.	
Dry white bread, cubed	4 qt.	
Chicken stock, hot	1½ qt.	
Eggs, whole, beaten	6	
Parsley, chopped	3 oz.	2. Put in greased baking pan and cover with a sheet of greased paper.
Black pepper	2 tsp.	
Sage, ground	1 tbsp.	
Chestnuts, cooked, peeled and chopped	3 lb.	3. Bake at 350°F for 45 minutes.
Salt	to taste	

Sample: Prepare this recipe for 10 people.

Step 1. Yield of this recipe is 50 of 3 1/2 oz.

Step 2. Need to prepare only 10 of 3 1/2 oz.

Step 3. Determine how many times it must be divided to get 10 orders of 3 1/2 oz.

$$\text{yield}\overline{)\,\text{need}\,}^{\text{dividend}} \qquad 50 \overline{)\,10.00\,}^{\;.20}$$

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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cont.

INSTRUCTION SHEET

RVTC

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Step 4. Divide all ingredients by the decimal fraction (.20) or the proper fraction 1/5.

Step 5. Multiply all ingredients by .20 or divide by 1/5 (remember to round off to the nearest 10th.).

Onions	4 lbs.	÷ 1/5 = 64 oz.	÷ 1/5 = 12.4 oz.	= 12 1/2 oz.
Bacon Fat	1 pt.	÷ 1/5 = 16 oz.	÷ 1/5 = 3.3 oz.	= 3 1/3 fl. oz
Dry White Bread	4 qt.	÷ 1/5 = 128 oz.	÷ 1/5 = 25.6 oz.	= 1 3/4 pt.
Chicken Stock	1 1/2 qt.	÷ 1/5 = 48 oz.	÷ 1/5 = 9.6 oz.	= 1 1/4 c.
Eggs	6 each	÷ 1/5 = 6	÷ 1/5 = 1.2 ea.	= 1 each
Parsley	3 oz.	÷ 1/5 = 6 oz.		= 1/2 oz.
Black Pepper	2 tsp.	÷ 1/5 = .4 tsp.		= 1/2 tsp.
Sage	1 tbsp.	÷ 1/5 = 6 tsp.	÷ 1/5 = 1.2 tsp.	= 1 tsp.
Chestnuts	3 lb.	÷ 1/5 = 48 oz.	÷ 1/5 = 9.6 oz.	= 9 1/2 oz.
Salt	to taste			to taste

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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SELF-CHECK

RVTC

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Directions

Evaluate your work by completing the items below on a separate sheet of paper.

1. Increase the recipe below to serve 150 portions and 300 portions:

CARROT CAKE (TENNESSEE)

Yield: 100 Portion 2½" x 2½" sq. Pan Size 18" x 26" x 1"

Sugar	4 lbs. (2 qts.)	Cinnamon	2 2/3 T.
Butter	3 lbs. (1½ qts.)	Raw Carrots, grated	3 qts.
Dried Eggs	2 cups	Nuts, chopped	2 cups
Water	2 cups	ICING:	
Flour	2 lbs. (2 qts.)	Confectioners Sugar	4 lbs.
Baking Powder	2 2/3 T.	Cream Cheese	2 lbs.
Soda	2 2/3 T.	Butter	8 ozs.
Salt	1 1/3 T.	Vanilla	2 2/3 T.

Method

1. Cream sugar and butter until light and fluffy.
2. Reconstitute dried eggs with water and add to creamed mixture. Mix thoroughly.
3. Sift together flour, baking powder, soda, salt and cinnamon. Add to first mixture. Mix.
4. Fold in carrots and nuts.
5. Pour into greased pans. Bake at 300 degrees F. 30 to 40 minutes.

ICING: Mix all ingredients together in mixer. Spread on cake.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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cont.

SELF-CHECK

2. Decrease the recipe below to serve 30 portions:

JELLY ROLL

Yield: 100 Portion 1 slice Pan Size 18" x 26" x 1"

Eggs	30	Cream of Tartar	2 T.
Sugar	3 lbs. (1½ qts)	Baking Powder	¼ cup
Flour	1½ lbs. (1½ qts)	Lemon or Vanilla extract	1½ t.

Method

1. Beat eggs well, add sugar and beat again.
2. Fold in flour, cream of tartar and baking powder that have been sifted together.
3. Add extract.
4. Pour into baking pans lined with wax paper.
5. Bake at 425 degrees F. until brown.
6. Turn onto damp cloth sprinkled with powdered or granulated sugar.
7. Remove paper, cut cake in half to make two 13" x 18" rolls.
8. Spread each half with jelly, fruit sauce, jam or marmalade.
9. Roll long-ways, making an 18" roll, wrapping securely with cloth to make stick.
10. Slice one inch thick.

An apricot paste of dried apricots may be substituted for jelly.

Now check your answers with the Answer Key.

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SELF-CHECK

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Answer Key

1. Carrot Cake: Increased to serve 150 portions:

Sugar	6 lbs. (3 qts.)
Butter	4½ lbs. (2¼ qts.)
Dried Eggs	3 cups
Water	3 cups
Flour	3 lbs.
Baking Powder	4 T.
Soda	4 T.
Salt	2 T.
Cinnamon	4 T.
Raw carrots, grated	4½ qts.
Nuts, chopped	3 cups
ICING:	
Confectioners Sugar	6 lbs.
Cream Cheese	3 lbs.
Butter	12 oz.
Vanilla	4 T.

Carrot Cake: Increased to serve 300 portions:

Sugar	12 lbs. (6 qts.)
Butter	9 lbs. (4½ qts.)
Dried Eggs	6 cups
Water	6 cups
Flour	6 lbs.
Baking Powder	8 T.
Soda	8 T.
Salt	4 T.
Cinnamon	8 T.
Raw carrots, grated	9 qts.
Nuts, chopped	6 cups
ICING:	
Confectioners Sugar	12 lbs.
Cream Cheese	6 lbs.
Butter	24 oz.
Vanilla	8 T.

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cont.

SELF-CHECK

RVTC

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2. Jelly Roll: Decreased to serve 30 portions:

Eggs	9
Sugar	9/10 lb. (9/20 qts.) or 1 4/5 cups
Flour	9/20 lb. (9/20 qts.) or 1 4/5 cups
Cream of Tartar	3/5 T. or 1 4/5 tsp.
Baking Powder	3/40 cup or 3 3/5 tsp.
Lemon or vanilla extract ...	3/20 T. or 1/8 tsp.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
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WRITTEN TEST FOR TASK NO. A-07

RVTC

IN-9193-A-07

TASK: Interpret a Recipe

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Directions

The purpose of this test is to determine if you fully understand how to interpret a recipe. To successfully complete this test, all items must be answered correctly. For those items missed, see your Instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

True-False questions

1. A standardized recipe consists of five parts.
2. Most standardized recipes for food service will yield 10-15 servings.
3. To be sure each serving is the same, portions are measured by weight on a portion scale.
4. The standard form of a recipe gives all ingredients first, then the method.
5. Four teaspoons equals one tablespoon.
6. The earliest known written recipe was written about 1450 A.D.
7. Always be sure you understand the recipe.
8. Never level off dry measures.
9. A liquid measure can be leveled off.
10. A good, reliable recipe has clear and easy directions to follow.

DEPT.	PROG.	DUTY	TASK
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cont.

WRITTEN TEST FOR TASK NO. A-07

RVTC

TASK: Interpret a Recipe

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The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

11. Sixty drops equals:
    a. six teaspoons.
    b. one cup.
    c. one teaspoon.
    d. 1/3 cup.

12. One pinch equals:
    a. 1/8 teaspoon.
    b. 1/4 teaspoon.
    c. 3/4 tablespoon.
    d. 1/3 teaspoon.

13. Portion scales are used to measure:
    a. liquid.
    b. dry ingredients.
    c. shortening.
    d. food servings.

14. Sixteen tablespoons equals:
    a. 1/8 cup.
    b. 1/4 cup.
    c. 1/2 cup.
    d. 1 cup.

15. F. G. stands for:
    a. few grains.
    b. flour grain.
    c. fluid gains.
    d. food gains.

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cont.

WRITTEN TEST FOR TASK NO. A-07

RVTC

TASK: Interpret a Recipe

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16. 16 ounces equals:
    - a. two cups.
    - b. three cups.
    - c. one cup.
    - d. four cups.

17. To decrease a standard recipe you should:
    - a. never change the decimal.
    - b. determine number to serve.
    - c. divide the number of quantities desired by the present quantities.
    - d. follow the regular recipe.

18. To increase a standard recipe you should:
    - a. divide the yield of the recipe into the number you need.
    - b. omit part of the recipe.
    - c. prepare the recipe three times.
    - d, multiply all ingredients by 7.

19. lb. stands for:
    - a. degrees.
    - b. pound.
    - c. liquids.
    - d. ounces.

20. Sixteen ounces equals:
    - a. four pounds.
    - b. one pound.
    - c. three pounds.
    - d. 1/2 pound.

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WRITTEN TEST FOR TASK NO. A-07

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TASK: Interpret a Recipe

ANSWER KEY

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Multiple Choice questions

____ 1.
____ 2.
____ 3.
____ 4.
____ 5.
____ 6.
____ 7.
____ 8.
____ 9.
____ 10.
c 11.
a 12.
b 13.
d 14.
a 15.
c 16.
c 17.
a 18.
b 19.
b 20.
____ 21.
____ 22.
____ 23.
____ 24.
____ 25.

True-False questions

T [✓ F] 1.
T [✓ F] 2.
[✓ T] F 3.
[✓ T] F 4.
T [✓ F] 5.
T [✓ F] 6.
[✓ T] F 7.
T [✓ F] 8.
T [✓ F] 9.
[✓ T] F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

____ 1.
____ 2.
____ 3.
____ 4.
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